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ABSTRACT

Two groups of parents of emotionally disturbed children (age range 5 to 11 years) received different forms of communication problems workshop training. One group focused on the parent child relationship alone. The other focused on both the parent child relationship and on the marital relationship or status. Results of pre- and posttesting indicated that children in both groups improved almost equally, that in the group receiving parent child training only, there was some generalization from the parent child relationship to the marital relationship, that there were some benefits to parents and children from the exclusive focus on the parent child relationship, and that the most meaningful individual adult growth took place in parents receiving marital and parent child communication training. [Not available in hard copy due to marginal legibility of original document.] (Author)

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"EFFECTS OF PARENT COMMUNICATION TRAINING ON CHILD BEHAVIOR"

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Problem to be Investigated

The search for effective ways of helping emotionally disturbed people has been going on since the late 19th century. The existance of at least 37 theories regarding the etiology of behavioral disorders with their accompanying therapeutic approaches (Harper, 1959), is indicative of the high degree of uncertainty about what has actually gone wrong with the disturbed individual and of the failure to find a satisfactory treatment (Truax and Carkhuff, 1967).

In 1952 Eysenck challenged the therapeutic community by stating, on the basis of a review of treatment outcome research, that treatment produces no demonstratable improvement in disturbed individuals beyond that which occurs as a result of the passage of time in non-treated individuals. (Eysenck, 1952). Cross (1964), reached similar conclusions after examining 9 carefully controlled treatment outcome studies.

In the field of child treatment Levitt (1957) concluded, after surveying outcome studies of children treated in child guidance clinics, that "the results of the present study fail to support the view that psychotherapy with "neurotic children" is effective."(Levitt, 1957, p. 195). Lewis (1965) supported this conclusion.

The crucial role of parents in the personality development of their children is widely acknowledged (McCandless, 1967). More recently, during the past 15 years or so, recognition has been given to the family system as the matrix within which the childs' first significant relationships are formed and the setting in which distortions in relating and hence in interpersonal functioning occur. This is reflected in the proliferation of literature on treatment of the family as a unit (Ackerman, 1958; Boszormenyi-Nagi and Framo, 1969; Freedman, et al, 1965; Haley and Hoffman, 1967; MacGregor et al, 1964; Mishler and

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Waxler, 1968; Satir, 1964).

The present research derives in conception from several sources: 1) research growing out of the challenge leveled by Eysenck and others, 2) recognition of the significance of the interaction of family members in the development of relational difficulties in children and 3) the filial therapy approach to the treatment of emotionally disturbed young children developed by Guerney (1964).

Much research on treatment outcome following Eysenck's assertion that therapy does not help points to the "for better or for worse" concept, the idea that treatment can be either constructive or deteriorative in effect (Bergin, 1966; Rogers, 1967; Truax, 1963; Truax and Carkhuff, 1963). When both facilitative and deteriorative treatment are seen as one homogeneous entity they cancel each other out and treated subjects appear no better off than non-treated subjects (Bergin, 1966).

When facilitative and deteriorative treatment (defined in terms of treatment outcome) were examined through the study of process recordings of therapeutic interviews, a core of therapists offered conditions emerged as significantly associated with outcome. Clients whose therapists offered high levels of accurate empathy, positive regard and facilitative genuiness made positive behavioral changes, while those whose therapists offered low levels of these qualities deteriorated in functioning. (Bergin, 1966; Carkhuff and Truax, 1966; Patterson, 1966; VanDer Veen, 1967).

In addition, depth of client self-exploration, crucial to movement in treatment and both positively and significantly related to treatment outcome, was found to be highly positively associated with the level of facilitative conditions offered by the therapist (Rogers,

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1967; Truax and Carkhuff, 1967).

Other therapist variables are being researched. There is evidence which suggests that there is a positive relationship between relevant therapist self disclosure (Carkhuff and Bereson, 1967), immediacy of relationship (Carkhuff, 1969) and several other therapist qualities, with positive client change.

Bierman, reviewing the literature on therapist activity-positivity, found that the therapist exerts a potent modeling effect on the client, that "both extensive and expressive aspects of therapist activeness are associated with client qualitative as well as quantitative productivity in the process of therapy, with client security, satisfaction and continuance, and most importantly, with client outcome benefits at termination" (Bierman, 1967, p.23). Further evidence of the strong modeling effect of the therapist on the client is the increasing similarity of values found between therapist and client in cases where outcome is favorable (Bierman, 1967).

Therapist offered conditions can be conceptualized as following along two axes: a cold-warm axis, and an active-passive axis (Bierman, 1969). "The warm active therapist, the therapist who can vividly convey his understanding of the client's experience with respect, warmth and genuiness, who can be concrete, and, where appropriate, self-revealing, who can play on active intense role in the treatment process and can risk actively confronting the client with discrepancies in his thinking and functioning, is the facilitator of constructive change in the client". (Santilli, 1969, p. 53).

Drawing heavily on the experiential approach of Carl Rogers (1957), but adding a didactic element, Truax and Carkhuff developed a method for training graduate students in clinical and counseling

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psychology to offer high levels of facilitative conditions as helpers (Traux and Carkhuff, 1967). Carkhuff developed this further into a group training program in interpersonal skills for both lay and professional helpers (Carkhuff, 1969).

Group training is predicated on the conception that the core of individual functioning whether healthy or dysfunctional, is interpersonal; that the helping process is an interpersonal learning or relearning process; that group processes are the preferred ways of working with problems in interpersonal functioning (Carkhuff, 1969a, p. 130).

Training is conducted through the medium of a communication workshop. Modeling, experiential and didactic experiences are provided in the training program. The leader provides the group members with high levels of the variables he is teaching: accurate empathic understanding, respect, genuiness and other qualities. Accurate empathy is the ability to get inside the skin of the other, to truly know how it feels to be him, to have his pain, his problems, and to be able to sensitively and accurately communicate this to him (Rogers, 1967; Carkhuff, 1967; Carkhuff and Berenson, 1967). Respect involves a warm acceptance and valuing of the other for the unique and particular individual he is. (Carkhuff, 1969; Carkhuff and Berenson, 1967). Facilitative genuiness or congruence refers to using one's own reactions and perceptions constructively, honestly, within the context of a warm, caring, valuing relationship, to help the other to see how he is living.

As the group members experience the trainers facilitative qualities, they are able to explore themselves more fully in the learning role. Through assuming the part of the helpee or client

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they develop an understanding of what the other feels like in the helping process and are able to know the meaning of accurate empathy, respect and genuiness to the client. In the process they get closer to their own feelings, experiences and conflicts, and devleop a better awareness themselves in interpersonal process.

Within the nurturing atmosphere of the group the trainer teaches scales and rating procedures for measuring facilitative therapist variables.[1] Using live student dyads involving helper helpee roles and tape recorded sessions of students with their clients, the leader helps the trainees to shape up increasingly more facilitative responses, utilizing immediate feedback and reinforcement. Through all this the leader acts as role model for effective functioning. The levels of effectiveness the trainees can learn are limited by the levels which the trainer provides (Carkhuff and Berenson, 1967; Carkhuff, 1968). For training to be effective, the trainee too must be open to the possibility of change.

There is evidence that facilitative therapist variables are significant in all human relationships of meaning, those between parent and child, husband and wife, teacher and child (Carkhuff and Berenson, 1967). In 1968 Carkhuff and Bierman adapted the communication workshop approach to helping parents of emotionally disturbed children to meet their children's emotional needs successfully by offering them higher levels of facilitative conditions (Carkhuff and Bierman, 1970). Five parent couples from a clinic waiting list were given

1. Scales describing and measuring levels of facilitative therapist variables as well as a scale for measuring client self experiencing were developed by those working with Rogers in Wisconsin (Rogers, 1967) and further developed and modified by others. (Carkhuff, 1969; Carkhuff and Berenson, 1967; Traux and Carkhuff, 1967).

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25 hours of training in interpersonal skills. Twelve other parent couples from the waiting list of the same clinic were divided equally into three treatment groups and received 25 hours of traditional counseling with high, moderate and low functioning therapists. Eight parents constituted a time-control group. Parents and children were pre and post tested on a variety of indices of communication, discrimination and adjustment. The training group demonstrated significant gains in the communication of facilitative conditions to marital partners and other adults, gains which were significantly greater than those of any of the other treatment or control groups. While the training group improved their interpersonal skills significantly, these gains did not generalize to their relationships with their children as measured in parent child play interactions. The conclusion reached by the authors was that if improved communication between parents and children was to be achieved, direct work on the relationship would have to be included in the training program (Carkhuff and Bierman, 1970).

Following this, Bierman, at the University of Waterloo, conducted a family actualization workshop designed to rectify the deficiencies of the Carkhuff-Bierman Study by joining a modified version of Guerney's filial therapy idea (Guerney, 1964) to the communication workshop design. (Gillmore-Barrett, 1971; Miller, 1970). Play is recognized to be the natural way that children express their feelings and work out problems (Erickson, 1964). The usefulness of play as a medium through which to communicate with children is well accepted and utilized in the treatment of emotionally disturbed children (Haworth, 1964). Guerney theorized that training parents to be the play therapists for their own disturbed children would facilitate the correction of relationship distortion at their very source, the parent child relationship.

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He trained mothers of children under 10 in groups of 6 to 8 to use a client-centered approach to conducting play sessions with their children, both in the clinic under observation and at home. He focused on helping the parents to reflect the feelings of their children with acceptance and empathy. He found that trained parents changed their verbal responses in the direction of fewer directive and more reflective responses as opposed to the control group in which no change occurred (Stover and Guerney, 1967). Children in the experimental groups became freer in the sense that they expressed negative feelings more freely than those in the control group. Guerney's mothers largely restated the content of their children's expressions. They were not able to clarify feelings, a more "therapeutically meaningful type of response" (Stover and Guerney, 1967, p. 114), and the one which they had aimed for.

Guerney's training involved only mothers. He was able to achieve only the equivalent of level 2 empathy (Carkhuff, 1969) instead of the minimumally facilitative level 3 empathy desired (Stover and Guerney, 1967).

The purpose of the Family Actualization Workshop was to teach parents to improve communication with their disturbed children through: 1) teaching them to provide one another with high levels of facilitative qualities so as to improve the quality of their marital relating. 2) having them conduct weekly home play sessions with their children and 3) working with their children directly in the workshop as well as indirectly through tape recordings of home play sessions to raise the levels of empathy, respect and genuineness they offered their children (Gilmore-Barrett, 1970; Miller, 1971).

In the Bierman adaptation of Guerney's filial therapy approach

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parents were taught facilitative modes of communicating with their children through the same combination of experiential, didactic and modeling experiences with which adult facilitation was taught, as opposed to Guerney's unstructured discussion group.

In the Bierman study 5 parent couples with emotionally disturbed sons were selected from the waiting list of a child guidance clinic. Four other clinic waiting lists couples with disturbed sons comprised a control group. The control group received the usual clinic treatment. The Family Actualization workshop families met for twelve four hour sessions (48 hours) during which they received both experiential and didactic training in marital communication and parent child communication. Both groups were pre and post tested along a variety of selected indices of functioning. The family actualization workshop parents "significantly increased their sensitive empathic responses to their children and to each other over the period of the workshop. They moved from a level of essentially ignoring one another's feelings to an average level of nearly reflectical understanding responsiveness to each other." (Gilmore Barrett, 1971, abstract). Though post testing was not obtained on enough of the control group parents to allow comparison, comparison with the parents in the training group in the Carkhuff Bierman study (1970) and with post levels attained by many different populations in a variety of workshops (Carkhuff, 1969, pp. 155-56) indicated comparable results despite the fact that the measure used in the Bierman study involved a more difficult task, responding empathically in a confronting marital dyad as opposed to the self-exploring helpee role in the other situations (Gilmore-Barrett, 1971, p. 126).

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The post workshop levels of empathy and respect of parents toward child were significantly greater in the Family Actualization group than in the parent training group in the Carkhuff-Bierman study (1970). The hypothesis that different processes are involved in learning to communicate with adults and children was supported, as was the hypothesis that conducting home play sessions with their children combined with a focus on child-parent communication in a communication workshop providing experiential didactic and modeling elements would facilitate the parents' learning to communicate more successfully with their children. (Gilmore-Barrett, 1971).

Results of the testing of the children on social and emotional indices indicated that the children whose parents were in the family actualization group increased significantly in security and in freedom to express negative feelings over the clinic control group. The family actualization group children evidenced substantially greater self confidence than the clinic control group on post testing as shown by the increased active leadership behavior. "It was concluded that parents trained to provide empathic understanding via practiced play sessions, facilitated the social and emotional functioning of their emotionally disturbed children." (Miller, 1971, abstract).

This Study - Its Purpose

It has been demonstrated that the communication workshop approach has succeeded in training parents of emotionally disturbed children to offer one another significantly higher levels of empathic understanding respect and genuineness than couples receiving conventional clinic counseling (Carkhuff and Bierman, 1970; Gilmore-Barrett 1971) and that this learning does not generalize to their children (Carkhuff and Bierman, 1970). It has further been demonstrated that a communication workshop approach which intervenes in both family systems, the

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parent-parent and the adult child, through a combination of interpersonal skill training and training in relating to a young child through the medium of play, results in improved relating on both the marital level and the parent-child level, and that the children of parents receiving this training improve in emotional and social functioning on a variety of indices significantly more than children whose parents reveive conventional clinic counseling (Gilmore-Barrett, 1971; Miller, 1970). The present study proposes to compare the results of intervention in the parent-child relationship system alone with intervention in both marital and parent-child systems, holding the communication workshop method of training constant. The purpose is to investigate 1) whether the functioning of the child improves significantly, as measured on a group of indices, when just the parent child system is worked with, or whether intervention in the marital system as well is required to bring about improvement in the child, 2) whether learning generalizes from the parent-child system to the husband wife system (we know the reverse does not occur); and 3) whether parent-child training results in any generalization to the personal functioning of the parents as individuals.

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Method

Subjects

From families residing in a large metropolitan area who responded to a publicity release which appeared in neighborhood newspapers and publications appearing on two college campuses (see Appendices I, II, and III) children and their families were accepted for the study who met the following criteria:

Children: (a) age range from 5 to 11 years, (b) I.Q.s above 90, (c) no evidence in the history or on psychological tests of brain damage, either gross or minimal, or of psychosis, (d) in the parent's view the child had an emotional problem, (e) the problem appeared to be one involving parent-child relationships.

Parents: (a) married couples living together, (b) both willing to participate in the workshop.

The children involved in the study ranged in age from just 5 years to 11 years; 9 months. Their I.Q.s were judged to be above 90 on the basis of 2 subtests of the Weschler Intelligence Scale for Children (WISC), the Vocabulary Subtest and the Block Design Subtest (Weschler, 1949). Following the pre-testing, one family dropped out of the study expressing the feeling that the experience was going to take up more time than they had realized. During the course of the study one father withdrew.

Group Assignment: On the basis of the parent's degree of self-exploration, as rated by other parents in the study in a Group Dyadic Procedure, the 9 parent couples were divided into 2 groups. The Group Dyadic Procedure consisted of each parent participating in a four minute interaction with another group member in which

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the first person, the discloser, discussed his feelings about a personal problem. The second person, the understander, was instructed to respond as helpfully as possible (see Appendix IV). Participants were rated by the group for their levels of openness about discussing feelings and helpfulness. The groups were then divided on the basis of balancing them for level of self-exploration. In some instances this criterion alone was insufficient so that children's scores on the Children's Anxiety Scale (Davidson and Sarason, 1963, see Appendix XXII) and the Behavioral Symptom Checklist (Achenback, 1966, see Appendices XIX and XX) were also used to achieve a balance. Five families were assigned to the group receiving communication training in both parent-child and marital relations (The Sunday Group), and four were assigned to the group receiving training in the area of parent-child relations alone (The Saturday group). The Sunday group children had an average age of 7 years and 6 months, the Saturday group 9 years, and 9 months.

Parent-Child Communication Workshops.

Therapist. Training of both groups was done by a female therapist who had previously conducted two parent communication workshops and two student communication workshops, had had 9 years of individual and group therapy experience and offered facilitative levels of therapist variables. A male therapist participated in the first three sessions of both workshops and then withdrew when he found himself unable to continue the time commitment. Since his active involvement had been fairly minimal no significant disturbance in the groups was discernable after his withdrawal.

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Facilities. Both workshops were conducted at a state college with which the group leader was connected. Parent meetings took place in a conference room containing a large table around which the whole group and the therapist sat. Next door, visible through a one way screen and audible through a speaker system, was a play room equipped with play therapy materials. Another similar play room and observation room a short distance from these rooms were also used by the workshops.

The Saturday Group. The four couples in the Saturday group met for 14 four hour weekly sessions. The sessions were devoted to communication training on the parent-child level. Parents were taught the meaning and value of play in child life, and the importance of empathic understanding and unconditional regard in their relations with their children. They observed play demonstrations by experienced therapists and learned to discriminate different levels of helpfulness. They then began conducting home play sessions with their own children, which were taped and then played in the workshop for feedback and shaping practice. At each session parents played with their own children and were observed by the group through the one way screens. Immediate feedback and shaping practice followed these demonstrations.

The therapist supplied high levels of facilitative conditions to the parents in their struggles to relate more effectively to their children. The therapist was a model for effective communication with both adults and children. However, no direct training in adult communication was attempted with this group. When marital problems came up in the group, as they frequently did the therapist responded with high levels of conditions in dyadic interactions in

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the workshop, much as in an unstructured therapy group.

Saturday Group Training: Parent-Child Communication.

Session 1. a) The leaders introduced themselves and described briefly their professional backgrounds. b) The group members introduced themselves and told why they were there, giving a feel for their individual problems. c) The leaders outlined the structure of the workshop indicating the parent-child focus through the medium of play. d) The group observed a play demonstration by an experienced person. This was then discussed especially with regard to limits. e) The "Play Therapy Manual for Parents" was given out and discussed (see Appendix V). Parents were given lists of toys to get for their home play sessions (see Appendix VI). Several more expensive play items on the list were supplied by the therapists. Parents were lent cassette tape recorders and cassettes with which to tape home play sessions. f) Each parent was instructed to conduct a $\frac{1}{2}$ hour home play session with his child and tape record it, making an effort to tune in to the child and follow his interests as described in the manual.

Session 2. a) Parents were oriented to the concept of the facilitative conditions: empathy, unconditional regard, and genuineness and their importance in human relations. The "Empathic Understanding in Interpersonal Process Between Helping Adult and Young Child" scale was given out and discussed (see Appendix VII). The leader defined level 3 or minimally facilitative empathy as reflecting the feeling and the words of the child as expressed both in his play and his words back to him, with higher levels adding to empathic understanding and lower levels subtracting or taking away. b) Two excerpts from a therapits-child interaction

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tape were played to illustrate level 3 empathy. c) Four parent-child play sessions minutes earlier for warm-up purposes. Excerpts from these sessions were rated for empathy, discussed and more facilitative responses shaped up. The leader engaged in dyads with the parents around their feelings about the play sessions, their hangups, their reactions. d) Excerpts from one taped home play session were played, rated for empathy and discussed.

Session 3. a) The "Unconditional Respect of Adult Toward Child" scale was given out and disucssed (see Appendix VIII). b) Two excerpts from a therapits-child interaction tape were played illustrating levels 3 and 4 unconditional respect. c) Four parent-child play sessions were observed with excerpts rated for empathy and respect, discussed and additional responses shaped. d) Excerpts from 2 taped home play sessions were played, rated, etc.

Session 4. a) The empathy and respect scales were reviewed. The role of the adult with a playing child was reviewed in the "Play Therapy Manual for Parents: with particular emphasis on accurate understanding and reflecting, letting the child take the lead, uncritical acceptance and enforcing limits. Several don't were stressed: don't criticize, don't ask questions as a rule, don't direct the play, don't teach, moralize or give information, don't engage in "social conversation". (see Appendix V, p. 4-6). b) One excerpt was played from a therapist-child interaction tape to illustrate level 3 or higher empathy and respect. c) Four parent-child play demonstrations were observed. d) Excerpts from 4 taped hour play sessions were played, etc. e) This was the last session in which the male therapist participated.

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Session 5 and 6. Essentially the same as c and d of Session 4.

Session 7. a) The Child Self-Expressiveness scale was introduced (see Appendix IX) and discussed. b) Several examples of different levels of expressiveness were played from therapist-child interaction tape. c) Play sessions were observed or heard on tape, rated and discussed, with shaping and dyadic interactions between leader and parents as in previous sessions, with the additional rating of the child for level of expressiveness of feelings as reflected in both play and other verbal and non-verbal behaviors.

Session 8 - 13. These sessions were similar in most ways. a) Four parent-child play demonstrations were observed, excerpts were played and rated for empathy, respect and child expressiveness, discussed, responses shaped, and therapist-parent dyads engaged in around the parents' feelings and problems about the play session. b) Taped home sessions were treated as in a. c) One additional demonstration by an experienced therapist took place in session 10. d) Parent discussions of their problems in their play sessions from session 8 on were more and more focused on their marital relations and the strains within them, with a feeling emerging that the problem with the child was just a symptom of a family problem. The leader acted as a facilitative therapist in helping couples to talk with one another about their problems without teaching any adult communication skills. e) After session 8 one father withdrew from the group. His wife continued.

Session 14. This session was devoted to an evaluation of the workshop experience by each parent.

In addition to the workshop meetings, individual sessions with marital couples were held as needed to help work through blocks

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and plateaus. These ranged from one to three per family.

The Sunday Group. The five couples in the Sunday group met for fourteen weekly 4 hour sessions.

As with the Saturday group, the meaning and value of play in child life and the importance of the facilitative conditions in parent-child interactions were discussed. Parents conducted weekly home play sessions with their children, were observed by the group playing with their children and received feedback about their levels of helpfulness through group ratings, discussions and shaping of more helpful responses. (Please see description of Saturday group for more details). The group focused an equal portion of its time on communication between the parents and communication between parents and child. The therapist used shaping and modeling as well as didactic and experiential learning procedures to train the parents to communicate with one another in a facilitative way.

Facilitative conditions and their importance were discussed, scales were learned, and both live and taped dyads were heard, rated and discussed and more helpful responses shaped.

Sunday Group Training: Marital Communication.

Session I. a) The leaders introduced themselves. b) The parents introduced themselves and described their concerns about their children and themselves. c) An outline was given of the structure of the workshop, indicating the two focuses: parent relations and parent-child relations. d) An orientation to the facilitative conditions was given: empathy, respect, genuineness and experiencing. Their importance in the helping process between people was described.

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e) The Empathic Understanding in Inter-Personal Process scale was given out, read and discussed (see Appendix X). Minimal facilitation or level 3 empathy was described as an equivalent exchange, with higher levels adding to and deepening the helper's understanding of his difficulty and lower levels taking away from his experiencing of being understood. f) The Immediacy of Experiencing and Exploration scale and the Rules for Attending and Empathic Responding were given out, read and discussed. (see Appendix XI and XII). g) Group members were asked to give each other a one sentence statement of a genuine personal concern to which the recipient was instructed to respond by identifying the emotion in one word.

Session 2. a) The empathy and experiencing scales were reviewed as well as the attending rules. b) Group members made one sentence feeling disclosures to one another to which the responder was instructed to make a one sentence empathic response avoiding questions, advise, reassurance or discussion of a third person. c) Group members were given cassette tape recorders and cassettes to take home and were asked to have a one half hour dyad with another group member, not their partner, in which each was helper and helpee alternately. As helper each was to be as empathic as possible. As helpee each was to self-explore as deeply as he could.

Session 3. a) The Communication of Respect in Interpersonal Process scale was given out and discussed (see Appendix XIII). b) Instructions to helpers were reviewed. c) Excerpts from 2 taped dyads were played. Group members rated and discussed them for the empathy of helpers and experiencing of helpees. Additional helper

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responses were shaped.

Sessions 4. a) The Personal Interaction Manual # 4 was introduced (see Appendix XIV) and its overall conception discussed. b) Section F of the manual was read and discussed. c) Two live dyads between non-marital couples took place. At the end of the dyads the leader took on the helper role to further deepen the helpee's experiencing of his problem and to present a model for high levels of empathy and regard. d) Group members rated the helpers for empathy and regard and the helpees for level of exreriencing of their problems. Ratings were discussed and additional responses shaped. e) Excerpts from one taped dyad were played, rated and discussed with shaping practice following this.

Session 5. a) Section F of the manual was reviewed for helper and helpee tasks. Women in the group were instructed to be helpers, to strive for level 3 empathy and respect minimally. Men were to work towards helpee experiencing at level 4. b) Five five-minute dyads were held between non-marital couples. These were rated, discussed as in previous sessions, with the leader assuming the helper role to deepen the experience.

Session 6. This session was similar to session 5 with men's and women's roles reversed.

Session 7. One marital dyad took place in which each spouse assumed both roles. Scales for rating immediacy and self-disclosure were distributed, read and discussed. (see Appendices XV and XVI).

Session 8. a) The immediacy and self-disclosure scales were reviewed. b) Section G of the manual was read. Active use of oneself in the helping process through dealing with the immediacy of the interaction and using one's perceptions of the other

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sensitively and facilitatively was discussed. c) Two marital dyads were held and rated for immediacy and self-disclosure as well as empathy and respect. The leader took on the helper role to deepen the experiencing of the helpee and help him further explore the marital issues which were emerging.

Session 9. a) The scale measuring genuineness was read and discussed (see Appendix XVII). b) Two marital dyads took place and were rated as in 8c with the addition of the genuineness rating.

Session 10. Two marital dyads were held as in session 9b.

Session 11. a) Bierman's Personal Interaction Coding Inventory was introduced and discussed (see Appendix XVIII). b) One marital dyad took place. The helper was rated on the P.I.C.I.

Session 12. a) Sections G and H on the P.I.C.I. were reviewed. b) Two marital dyads were held as in session 11B.

Session 13. a) One marital dyad was held as in session 11b.

Session 14. a) One marital dyad was held. b) Each member evaluated his experience in the group.

Sunday Group Training: Parent-Child Communication.

The parent-child communication training was similar to that of the Saturday Group. Because of the time factor somewhat fewer live play demonstrations took place some weeks than in the Saturday group. One important discrepancy in the training of the two groups which contaminates the study and biases it in favor of the Sunday Group is that in the 11th session the Sunday Group began to use the P.I.C.I. in working with their children. That is they began to use themselves more actively in their interactions with their children in the play sessions, as they were in their marital

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interactions. From session 11 through 14 they tried actively to use qualities of genuineness immediacy and self-disclosure. Rating of the parents as helpers was on the P.I.C.I. and discussion and shaping was in relation to actively as well as warmth, empathy and acceptance.

The Saturday group did not work on activity explicitly, though deeper levels of empathy were interpreted and modeled by the leader in terms of immediacy, that is, what was happening in the relationship then and there.

Measures

Both paper and pencil and interpersonal process measures were administered to both the Saturday and Sunday groups during the two weeks prior to the first group sessions and the two weeks following the last group sessions.

Paper and Pencil Measures: Children

Five paper and pencil measures were used to assess changes in functioning in the children. The first was the Behavior Symptom Checklist (Achenback, 1966, p. 10), which both parents and the child's teacher filled out. This measure contains 53 behavior symptoms arranged alphabetically, 31 describing problems with the self and 23 with the environment. Parents were instructed to check the symptoms which were part of their concern in seeking help with the child. Teachers were asked to check symptoms they had observed or which parents had expressed concern about to them. Two forms were used, one for boys and one for girls. (see Appendices XIX and XX).

Four additional paper and pencil measures were administered to the children directly by a senior psychology student under the

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supervision of an experienced clinical psychologist. The Slosson Oval Reading Test (SORT) was used to assess changes in academic functioning. (Slosson, 1963) (see Appendix XXI). It tests the child's ability to recognize and pronounce words at increasingly difficult levels. Each level contains 20 words. The child is asked to read the words until he misses an entire list. The sum of correctly pronounced words makes up the row score. The level attained represents school achievement.

The general anxiety scale (Davidson and Sarason, 1963, see Appendix XXI). It tests the child's ability to recognize and pronounce words at increasingly difficult levels. Each level contains 20 words. The child is asked to read the words until he misses an entire list. The sum of correctly pronounced words makes up the row score. The level attained represents school achievement.

The general anxiety scale (Davidson and Sarason, 1963, see Appendix XXII) consists of 45 questions dealing with fears, to which the child responds negatively or positively. Two separate scores are calculated. The "yes" answers to 34 items indicate the degree of anxiety. The "no" answers to the 11 lie items comprise a lie score and contain such questions as "Do you ever worry?" and "Are you ever unhappy".

A Sentence Completion Test (see Appendix XXIII) was used to assess change in expressed feelings about family members. It contains 14 items, each an unfinished sentence constructed to reflect a positive, negative or neutral response from a child toward a family member.

The Torrance Test of Creative Thinking (Torrance, 1966, see Appendix XXIV) was used to assess change in creativity, in creative

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use of self, and hence in improved functioning of the children. The test contains two parts, one verbal, one figural. Each comes in 2 forms, forms A & B. A forms were used for pretesting, B forms for post testing. Tests were scored by Personnel Press, Inc., from whom the tests were obtained. Varbal forms were scored for fluency, flexibility and originality. Figural forms were scored for fluency, flexibility, originality and elaboration.

Paper and Pencil Measures: Parents

Four paper and pencil measures were completed by the parents. The Relationship Inventory (RI) (Barrett-Leonard, 1962; see Appendix XX V) was used to assess change in facilitative conditions offered within the family. Two forms, Spouse-to-Self and Spouse-to-Child, were used. The Spouse-to-Self form consisted of 64 statements describing the quality of the relationship each person felt his spouse offered him. Qualities measured were: empathic understanding, level of regard, unconditionality of regard and congruence. A total score representing general level of facilitative conditions offered was obtained. The form Spouse-to-Child included the four scales or qualities described in the Spouse-to-Self form plus three additional scales: disclosure and concreteness, activeness, and democratic control developed by Bierman (1967).

The Family Unit Inventory (Van der Veen, 1966 see Appendix XXVI) indicates the way in which the individual perceives his family interacting and functioning, and was used to reflect change in the functioning of family members. The Family Unit Inventory consists of 80 items describing the family's characteristics. Typical items are: "we are an affectionate family" and "we can usually depend on

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one another". Each item can be scored from 0 to 8 indicating the degree to which this statement is true. A family adjustment score is obtained on the basis of criteria established by professional clinicians' ratings of the items.

The Person Orientation Inventory (POI) (Shostrom, 1966, see Appendix XXVII) was used to assess changes in the self-actualization of the parents. It consists of 150 paired value and behavioral judgment statements. The respondent is asked to choose the statement which is most true of him. For example, 12a) "I feel guilty when I am selfish". b) I don't feel guilty when I am selfish". 78a) "Self interest is natural", b) "Self interest is unnatural". The items were scored for 2 basic scales and for ten sub scales in terms of norms established by Shostrom for this test (1966).

The two major scales are described by Shostrom (1966) as follows:

Time Competence: Measures degree to which one is "present" oriented. The self actualized person lives fully in the present.

Inner Directed Support: The self actualized person is essentially inner directed, though he is sensitive to a degree to others' approval.

The ten sub scales follow:

Self Actualizing Value: High scorers hold and live by values of self-actualizing people

Existentiality: High scorers are flexible in the application of value.

Feeling Reactivity: Measures degree of responsiveness to ones' own needs and feelings.

Spontaniety: A high score reflects freedom to be oneself, to be spontaneous.

Self Regard: High scorers possesshigh self warmth based on a perception of oneself as strong or worthy.

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Self-Acceptance: Measures self-acceptance despite weaknesses.

Nature of Man, Constructive: The high scorer views man as essentially good.

Synergy: Measures the ability to see opposites of life as meaningfully related.

Acceptance of Aggression: Measures the degree of ability to accept one's own aggression.

Capacity for Intimate Contact: Measures capacity for intimate relationships unencumbered by expectations or obligations.

(Adapted from Shostrom, 1966, p. 6 and 15-21).

The Adjective Check List (ACL) (Gough, 1965, see Appendix XXVIII) was used in this study to assess changes in self perception. It consists of 300 adjectives. The testee is instructed to check those adjectives which describe him. There are 24 scales which can be derived from the responses. The following scales were used in this study:

Deference: Refers to the seeking of subordinate roles.

Nurturance: Refers to engaging in behaviors which extend material or emotional benefits to others.

Liability: Refers to inner restlessness, an inability to tolerate consistancy and routine. High scorer is spontaneous, but tempermental, excitable, nervous.

Autonomy: Refers to ability to act independently of others, or of social values and expectations. The high scorer is independent, but also assertive and self-willed. He tends to be indifferent to the feelings of others. The low scorer prefers to follow other

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Aggression: Refers to engaging in behaviors which attach or hurt others. High scorers are competitive and aggressive. Low scorers are more conforming, patiently diligent and sincere.

Dominance: Refers to seeking and sustaining leadership roles in groups or to being influential and controlling in individual relationships. High scorers are forceful and confident. Low scorers are unsure and avoid having to make choices or decisions.

Counseling Readiness: Refers to readiness for counseling help. The high scorer is worried about himself, unduly anxious, unable to enjoy life fully. The low scorer is more or less free of these concerns. He is self-confident, poised, outgoing.

Exhibition: Refers to behavior which immediately illicits the attention of others. High scorers are self-centered. Low scorers tend toward apathy, self-doubt and inhibition.

Abasement: Refers to the tendancy to express feelings of inferiority through self-criticism and guilt. High scorers feel weak and lack self-acceptance. Low scorers are optomistic, poised, productive, confident, effective.

Personal Adjustment: Refers to a positive attitude toward life more than an absence of problems. The high scorer is dependable, peaceable, trusting, friendly, loyal, wholesome. The low scorer is moody and dissatisfied and feels at odds with others. He is aloof, defensive, anxious, worrying and unfriendly.

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Self-Confidence: The high scorer is assertive, outgoing, persistant, an actionist. He wants to get things done and is impatient with people standing in his way. He is forceful, ambitious, opportunistic. The low scorer is a less effective person. He has difficulty taking action. He appears unassuming, mild, reserved. (Adapted directly from Gough and Heilbrun, 1965, pp 5-9).

Interpersonal Process Measures: Children

Parents were asked to engage in ½ hour play sessions with their children in a playroom described on p. 2 of this document. Parents were told in part:

> "During this time we would like you to try to enable your child to play freely with you, for, as you probably know, children express what is on their minds through the means of play. As you play with your child try to really listen to what he is bringing out. Step into his shoes for a moment and put into words what you feel he is experiencing at that moment of time..." (see Appendix XX IX).

The child was told that his parents were interested in learning how to play with him in a different "special" way.

Three measures were derived from the pre and post play sessions one a child measure, the other two parent measures. Children were rated for expressiveness, for the degree to which they expressed their feelings, attitudes and inner reactions in words, sounds and play (Morris, 1969, see Appendix IX). The scale contains 5 levels. At stage 1 verbalization is at a minimum. At stage 3 some feelings and attitudes are expressed verbally or in some other manner but are ambiguous. At stage 5 there is an indication of "owned" feelings.

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Excerpts to be rated for child expressiveness were taken from the 1/4 and 3/4 points of the play sessions and re-recorded randomly on a tape of excerpts. Each excerpt was minimally of 2 minutes duration and contained at least 2 parent-child verbal statements. Raters had had experience in play therapy with children and had had experience in communication workshop training. They were trained prior to actually rating the material in this study on excerpts previously rated for a similar study. The two raters graded independently. Ratings discrepant by a value of .5 or greater were discussed and jointly evaluated. A criterion of 8 out 10 ratings falling within .5 of each other was maintained. The 2 independent ratings were averaged.

Interpersonal Process Measures: Parents

Two parent measures were made on the basis of the parent-child play sessions described in the preceding section: Interpersonal Process Measures: Children. These were parent level of empathic understanding of child, and parent level of respect toward the child. Parent empathy and respect were measured on scales derived from thos of (Carkhuff (1969), see Appendices VII and VIII). Both scales contain five points. At level one empathy, the adult pays no attention to even the most obvious feelings of the child. He may be bored, critical or concerned with his own ideas. At level 2 empathy the adult subtracts noticeably from the child's feelings, responding mainly what the child is doing or playing. He may show some awareness of some of the childs surface feelings but his communications drain off some of the affect and mixup the meaning. At level 3 the adults expressions match those of the child. The adult

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reflects back to the child the same content and affect which the child has communicated to him in words (and/or play) or another form of non-verbal communication. At level 4 the adult adds noticeably to the expressions of the child, enabling the child to experience and/or express feelings he was previously unable to express. At level 5 the adult adds significantly to the child's expression. He is thoroughly "together" or "tuned in" to the child's deep level meanings and experiencing.

At level 1 on the respect scale the adult shows active disrespect for the child. At level 2 he shows no respect. He may be bored or ignore the child. At level 3 the adult shows interest or liking only when the child does certain things, only when the child follows his lead. At level 4 the adult shows some respect for the child's independence. He lets the child lead the way. At level 5 the adult shows a deep respect, caring for and enjoyment of the child.

The procedure for rating parent empathy and respect for the child was the same as that described for the rating of child expressiveness in the previous section, Interpersonal Process Measures: Children, on p. 27.

Two interpersonal process measures of parents were derived from marital dyads. (see Appendix XX X). Parents spent one hour discussing their feelings about one another both before and after the workshop experience. The dyads were divided

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into four fifteen minute parts. During the first fifteen minute segment one parent, the helpee, was instructed to think of a major problem he was currently experiencing in his relationship with his partner and to tell his partner about it in a non-condemning way, focusing on the way the problem made his feel inside. The partner, the helper, was instructed to listen and respond with understanding of the other's feelings. In the second fifteen minute segment the roles were reversed. The former helpee was instructed to listen and express understanding of his partner's expression of feeling about the marital problem he had raised in the first fifteen minute segment. Following this, the entire procedure was repeated with a new marital problem being raised and explored by the parent who had not raised the previous one. Each spouse was thus able to be both helper and helpee in relation to a problem he was experiencing in the marriage and a problem his partner was experiencing in the marriage. The dyads were tape recorded. Each spouse was rated for empathic understanding of the other (see Appendix X) and self-experiencing (see Appendix XII). The empathy scale was described briefly on page 7. The Experiencing Scale (Gendlin, Tomlinson, Mathiew and Klein, 1967) assesses the degree to which the helpee is able to show what he is like as a person. The scale contains seven levels. At level 1, the helpee shares nothing private about himself. At level 3, the helpee tells about a happening and his personal reaction to it. At

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level 5 he struggles to explore himself. At level 7 he is in very close touch with his inner experiencing and understands his feelings quickly (see Appendix XI).

One excerpt was taken from each 15 minute segment of the hour-long dyads, and consisted of a minimum of 2 minutes from the 23's point of the segment. The excerpt was continued beyond 2 minutes where necessary to contain two interchanges. Each person was rated twice as helpee prior to the workshop experience and twice after the workshop experience. The same rating procedures were used as those described for rating the parent-child play session excerpts on page 12.

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Results and Discussion

Interpersonal Process Measures: Parents

Empathic Understanding. An analysis of variance using a least squares solution for unequal group size (Winer, 1962) was done on the ratings of parent empathic understanding of the child (P-C) and parent empathic understanding of his spouse (P-P) together (see Table 1). Results showed: 1) There was a highly significant overall pre-post change for both groups together and all parents ($F(1,14)=50.6399$, $p < .001$); the average overall pre score was 1.60, the post score 2.28, and the change score .68 (see Table 2); there were no significant changes between conditions (P-P/P-C empathy, Saturday group/Sunday group, mothers/fathers). 2) Combining pre and post scores, parent-child empathy exceeded parent-parent empathy ($F(1,14)=5.816$, $p < .05$); the difference was the same for every condition (pre/post, Saturday/Sunday, mothers/fathers). Thus, there were no significant interactions among the variables, reflecting a difference in baseline, but no difference in the experimental effects;

The average* scores for parent-parent empathy for both groups combined were: pre, 1.50; post, 2.16; and change, .66. The change score was significant (t (13)=5.197, $p < .005$) Hays, 1963); the average scores for parent-child empathy for both groups combined were: pre, 1.68; post, 2.38; and change, .07. The change score was significant (t (16)=5.745, $p < .005$). 3) With pre and post scores combined there was a significant difference between the

* Weighted averages are presented here since groups were of uneven size.

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the Saturday group and the Sunday group ($F(1,14)=5.228$, $p < .05$), with the Sunday group higher; the Saturday/Sunday difference is also a baseline difference involving a constant differential from start to finish with no interactions with other variables; average empathy scores (parent-child and parent-parent) for the Saturday group were: pre, 1.47, post, 2.02; and change, .55; the empathy increase was significant (t $(12)=2.96$, $p < .01$); average empathy scores (parent-parent and parent-child) for the Sunday group were: pre, 1.68; post, 2.47; and change, .79; the empathy increase was highly significant (t $(17)=11.312$, $p < .001$); for pre, post and change scores on parent-parent and parent-child empathy in each group individually, please see Table 2; t-tests were done on the change scores, which were all found to be significant (see Table 2). 4) Differences in empathy between mothers and fathers did not reach significance, nor did interactions between any of the variables.

The findings on level of communicated empathy (parent-parent and parent-child) indicated that there was no statistically significant difference between the one experimental intervention in the family system (parent-child) in the Saturday group and the two interventions (parent-child and parent-parent) in the Sunday group. Neither experimental approach can be said to have been statistically more effective than the other. Both groups together improved significantly and the only significant differences between them were baseline differences.

The change scores for the Sunday group, parent-parent and parent-child both separately and together, are higher than those of the Saturday group and represent a weak trend toward greater change in the Sunday group which failed to reach significance.

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On parent-child empathy the Sunday group moved from approaching understanding of the child's experience to nearly reflective responding to the child's feelings (level 2.5 on the empathy scale). This represents a meaningful move toward facilitation, somewhat greater than that achieved in the Gilmore-Barrett study (1971) or the Stover-Guerney study (1967).

There was a great deal of variability in the Saturday group. Change scores ranged from -.18 to 1.63. One couple changed a great deal, one moderately, and three parents very little. As a group they moved from virtually ignoring their children's experience to accurately communicating understanding of the content of the child's experience.

Neither group reached level three on the empathy scale, which represents a real contact with the child's being or inner experiencing. The parent as therapist has a problem which the professional therapist does not have. He is seeking to understand and to release feelings in the child which involve him, the parent, deeply. The child cannot express his deepest hurts, angers and fears to the parent unless the parent is ready to "hear" him. It requires considerable struggle for the parent to be able to deal with the deeper issues in his relationship with his child. Achieving a higher level of parent-child empathy may require longer practice and/or deeper experiencing of himself on the part of the parent.

Summarizing, intervention in the parent-child system seems to have had effects in the parent parent system. Saturday parents were not trained in parent-parent empathy, as were the Sunday parents. Never-the-less, they improved significantly in communicated empathy toward one another, indicating a generalization of learning from the parent-child training. This is different from the findings

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TABLE 1.

ANALYSIS OF VARIANCE ON RATED EMPATHY

Variable	df	ss	MS	denom.	F	P
A	1	.8194	.8194	AE	5.861	<.05
B	1	8.3961	8.3961	BE	50.6399	<.001
C	1	1.9898	1.9898	E	5.228	<.05
D(C)	2	.0823	.0412	E	.1083	NS
E(D(C))	14	5.3283	.3806	-----	-------	----
AB	1	.0024	.0024	ABE	.0193	NS
AC	1	.0000	.0000	AE	.0000	NS
AD(C)	2	.3547	.1774	AE	1.2686	NS
AE(D(C))	14	1.9575	.1398	-----	-------	----
BC	1	.2310	.2310	BE	1.3932	NS
BD(C)	2	.1164	.0832	BE	.5018	NS
BE(D(C))	14	2.3209	.1658	-----	-------	----
ABC	1	.0264	.0264	ABE	.2132	NS
ABD(C)	2	.0402	.0201	ABE	.1624	NS
ABE(D(C))	14	1.7338	.1238	-----	-------	----

A = Parent-Child/Parent-Parent B = Pre/Post C = Saturday/Sunday

D(C) = Mother/Father E(D(C)) = Subjects

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TABLE 2

Mean Empathy Scores and Significance†

	Pre	Post	Change
P-P/P-C, Sat./Sun., Mo/Fa	1.60	2.28	.68****‡
P-P, Sat./Sun., Mo/Fa	1.50	2.16	.66***
P-C, Sat./Sun., Mo/Fa	1.68	2.38	.70***
Sat., P-P/P-C, Mo/Fa	1.47	2.02	.55**
Sun., P-P/P-C, Mo/Fa	1.68	2.47	.79****
Sat., P-P, Mo/Fa	1.33	1.92	.59*
Sat., P-C, Mo/Fa	1.58	2.10	.52*
Sun., P-P, Mo/Fa	1.59	2.33	.74***
Sun., P-C, Mo/Fa	1.76	2.59	.83***
Mo., Sat/Sun, P-P/P-C	1.60	2.28	.68***
Fa., Sat/Sun, P-P/P-C	1.59	2.28	.69***

* p .05 ** p .01 *** p .005 **** p .001

† Significance determined by t-test except where indicated.

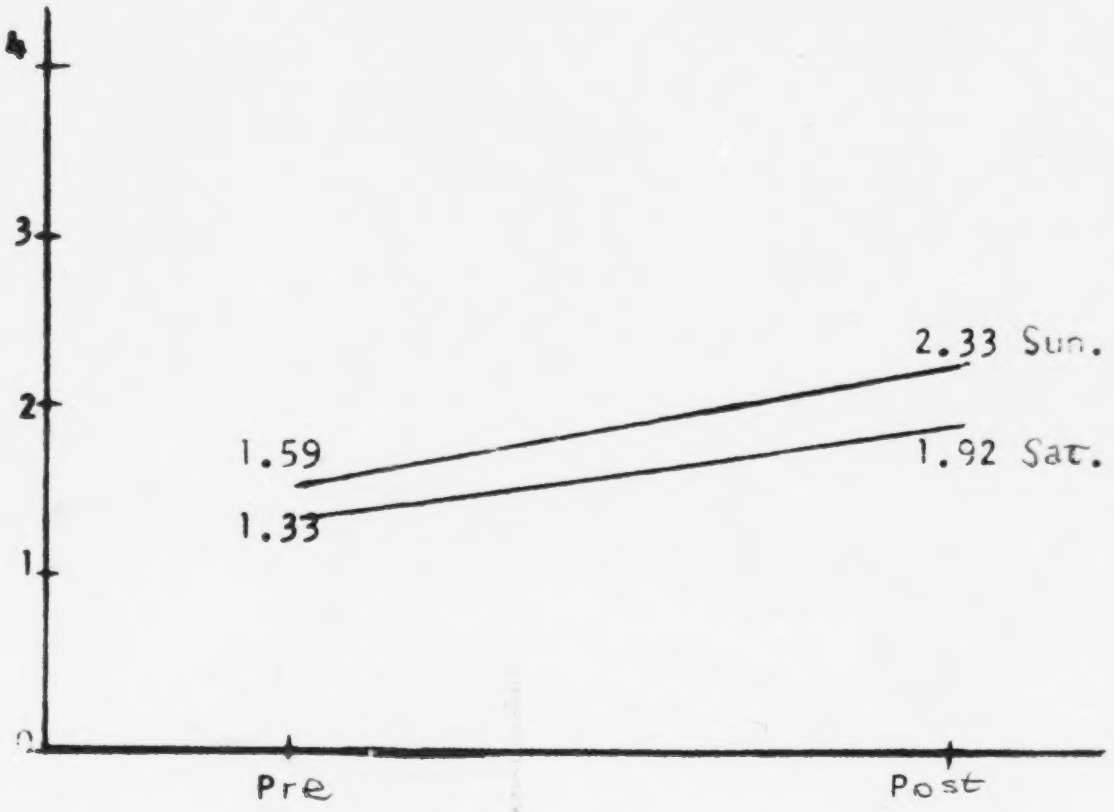
‡ Results of an F test in ANOVAR

FIGURE 1

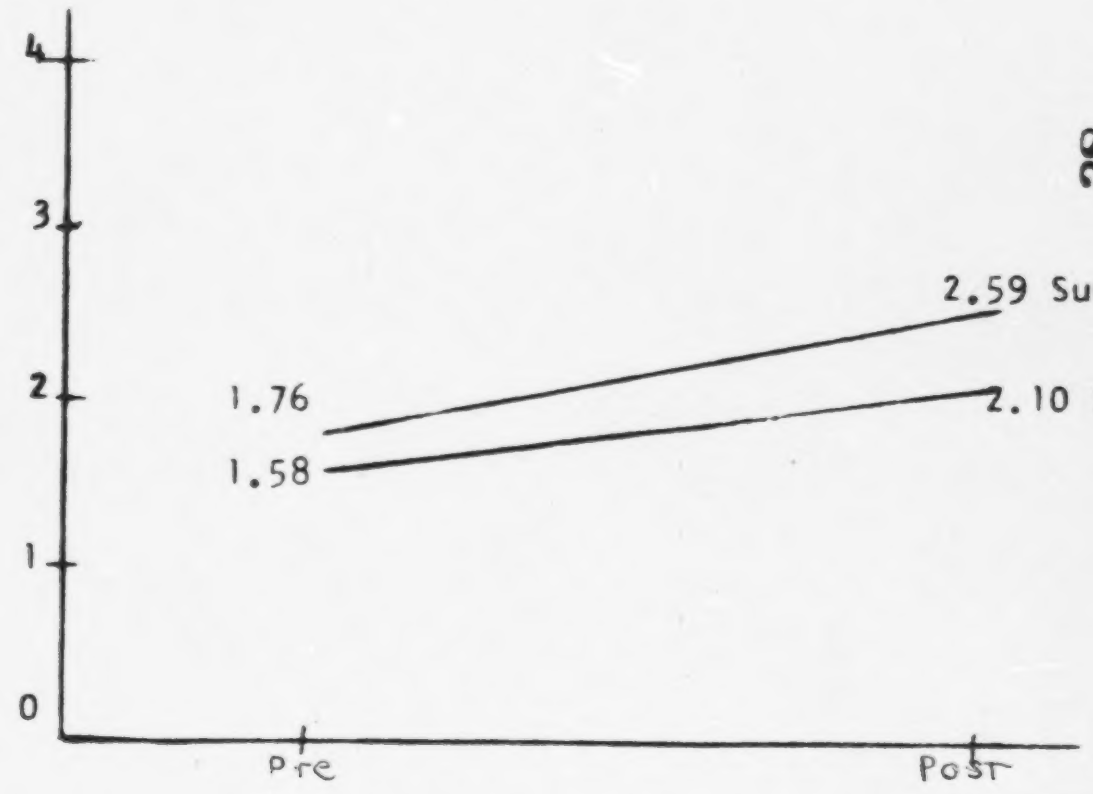
Mean Pre and Post Parent-Child and Parent-Parent Empathy Scores

for the Saturday and Sunday Groups

Parent-Parent Empathy



Parent-Child Empathy



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of the Carkhuff-Bierman study in which there was no generalization from the marital system to the parental system (1970).

Given the statistical equivelents, there are never-the-less qualitative differences between the groups. The quality of the absolute levels reached and the magnitude of the change score differences suggests that the Sunday group, with the dual interventions, might still be qualitatively superior. It would require larger numbers of subjects and better control for baseline differences to bring it out.

Parent Level of Communicated Respect for the Child. An analysis of variance using a least squares solution for unequal group size was done on the ratings of parent respect for the child (see Table 3). Results showed that there was a highly significant overall pre-post change for both groups together and all parents ($F(1,14)=18.907$, $p < .01$). The effects due to the Saturday-Sunday group or mother-father variables did not reach significance.

The average overall pre score was 3.15, the post score 3.69, and the change score .54. Scores for the Saturday group were: pre, 2.98; post, 3.53; and change, .55. The same scores for the Sunday group were 3.29, 3.81 and .52. T-tests were done on all three change scores and were found to be significant: Saturday, ($t(7)=2.132$, $p < .05$); Sunday, ($t(9)=5.996$, p .005); both, ($t(17)=4.582$, $p < .005$).

The findings on level of parent-child communicated respect, like the empathy findings, indicate that the difference between experimental intervention in the parent-child system alone, (Saturday group) and intervention in both parent-child and parent-parent systems (Sunday group) did not reach significane. We

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TABLE 3

Analysis of Variance on Rated Respect

Variable	df	SS	MS	Denominator	F	P
A	1	2.705	2.705	AD	18.907	<.01
B	1	.840	.840	D	1.574	NS
C(B)	2	.017	.009	D	.017	NS
D(C(B))	14	7.471	.534	---	-----	NS
AB	1	.000	.000	AD	.000	NS
AC(B)	2	.188	.094	AD	.675	NS
AD(C(B))	14	2.003	.143	---	-----	NS

A = Pre/Post B = Saturday/Sunday C(B) = Mothers/Fathers

D(C(B)) = Subjects

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TABLE 4

Weighted Mean Respect Scores and Significance

	Pre	Post	Change
Sat/Sun, Mo/Fa	3.15	3.69	.54***
Sat., Mo/Fa	2.98	3.53	.55*
Sun., Mo/Fa	3.29	3.81	.52***

* p < .05

** p < .01

*** p < .005

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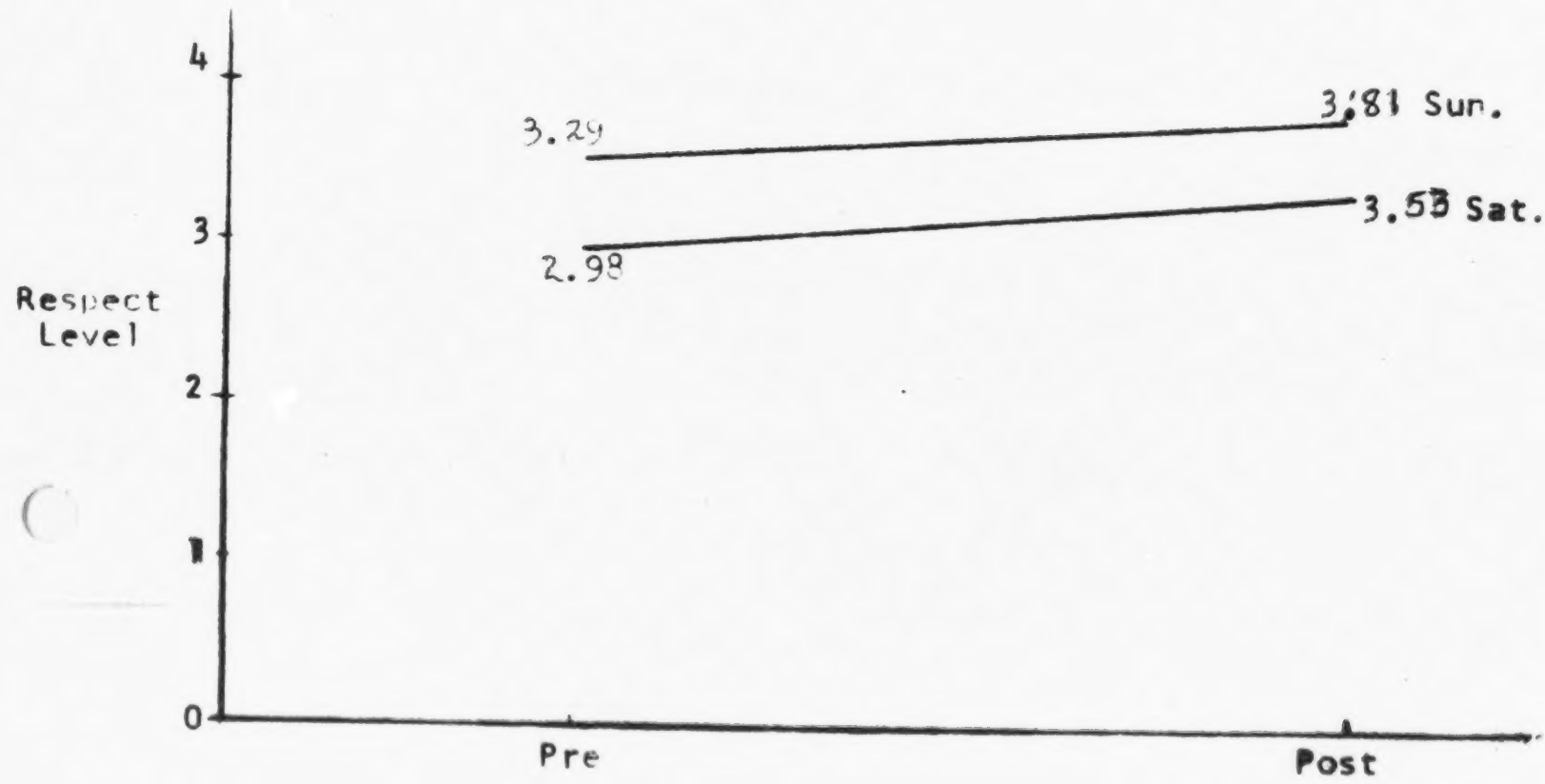
FIGURE 2

Mean Pre and Post Parent-Child Respect Scores

for the Saturday and Sunday Groups



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cannot say that one group's experience was statistically more effective than the other. Both groups changed from a pre-test level at which the parent was leading the child in the play situation and showing interest and liking when the child followed, to a post-test level at which there was a willingness to allow the child to choose for himself, to respect his decisions and his ability to use the play situation constructively for himself more of the time. While the Sunday parents moved farther in this direction, they had started at a higher level and actually had a slightly lower change score. The differences between groups did not reach significance (see Table 3).

Gaining communication of respect for the child does not seem to depend on working out issues between the parents. There is no evidence in these findings for the classical child guidance assumption that it is necessary for parents to work out marital tensions in order to work out feelings of acceptance-rejection for the child. The evidence here, and from the empathy findings, is that if you want to bring about change in the parent-child system it may be enough to work directly on the parent-child system. Overall family involvement may not be necessary.

A strong correlation was found between parent-child empathy and parent-child respect ($r=.76$, $p < .02$). This seems consistant with the findings of this study that both groups improved significantly together and individually on these scales.

Parent Level of Self-Experiencing. An analysis of variance using a least square solution for unequal group size was done on ratings of parent self-experiencing in marital dyads. Results showed that there was a significant overall (Saturday/Sunday,

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mother/father) pre to post change. ($F(1,12) = 12.161$, $p < .01$). See Table 5) Pre-post differences on the Saturday/Sunday and mother/father variables did not reach significance. The average overall pre-score was 2.85, the post-score 3.34, and the change score .49. Scores for the Saturday group were: pre, 3.19; post, 3.43; and change, .24. Scores for the Sunday group were: pre, 2.64; post, 3.27; change, .63. *t*-tests were done on all three change scores. The change score for both groups together was significant ($t(15) = 2.749$, $p < .01$). The Sunday change score too was significant ($t(9) = 2.767$, $p < .05$). The Saturday change score failed to reach significance ($t(5) = .890$). This could be because the number of subjects was too small, making the test less sensitive to any possible effect (see Table 6).

Mothers in both groups changed significantly ($p < .05$) while fathers did not. However, mothers and fathers were not found to be statistically different on ANOVAR.

The Saturday group changed from a pre-test level at which they could show their reactive feelings to external events, to a post-test level midway between this point and being able to show what they were like as persons, being more open about their inner experiencing. The Sunday group started on a lower level, a level at which they ossilated between keeping their feelings concealed and sometimes showing reactive feelings to external events, moving to a post-test level of clearly showing reactive feelings around external events. Neither group was able to be sufficiently in touch with their inner experiencing to show fully who they were, how they experienced things personally (level 4 on the Gendlin Scale). This is an especially different task in a marital dyad in which the helpee is discussing problems in the relationship.

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It requires considerable maturity to discuss the marital problem in terms of one's own inner experiencing of oneself in the problem with the other, as opposed to criticizing and attacking.

The data on experiencing are equivocal and difficult to interpret. On one hand ANOVA tells us there are no differential effects. On the other hand, the within group analyses (t-tests) shows that the Sunday group, in which the parents worked on themselves as persons, changed significantly, while the Saturday group did not. While we can't say with any concluseviness that one group was better than the other in its change, we also need to acknowledge the t-test results which show a significant change in the group in which the participants worked directly on themselves. There does not seem to have been generalization from parent-child training to adult self-experiencing. There is some evidence that working on oneself directly does have an effect.

The people in the Sunday group were engaged in a personal growth process moving toward being in greater touch with themselves (see Figure 3).

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TABLE 5

ANALYSIS OF VARIANCE ON RATED EXPERIENCING

Variable	df	ss	MS	denominator	F	P
A	1	1.914	1.914	AD	12.161	<.01
B	1	.921	.921	D	.889	NS
C(B)	2	1.528	.764	D	.737	NS
D(C(B))	12	12.437	1.036	---	-----	NS
AB	1	.284	.284	AD	1.805	NS
A C(B)	2	.253	.126	AD	.80	NS
A D(C(B))	12	1.889	.157	---	-----	NS

A = Pre/post B = Sat./Sun. C(B) = Mothers/Fathers

D(C(B) = Subjects

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TABLE 6

Mean Experiencing Scores and Significance

	Pre	Post	Change
Sat/Sun, Mo/Fa	2.85	3.34	.49**
Sat, Mo/Fa	3.19	3.43	.24
Sun, Mo/Fa	2.64	3.27	.63*
Mo, Sat/Sun	2.8438	3.4781	.63*
Fa, Sat/Sun	2.8500	3.1938	.34

* p .05

** p. 101

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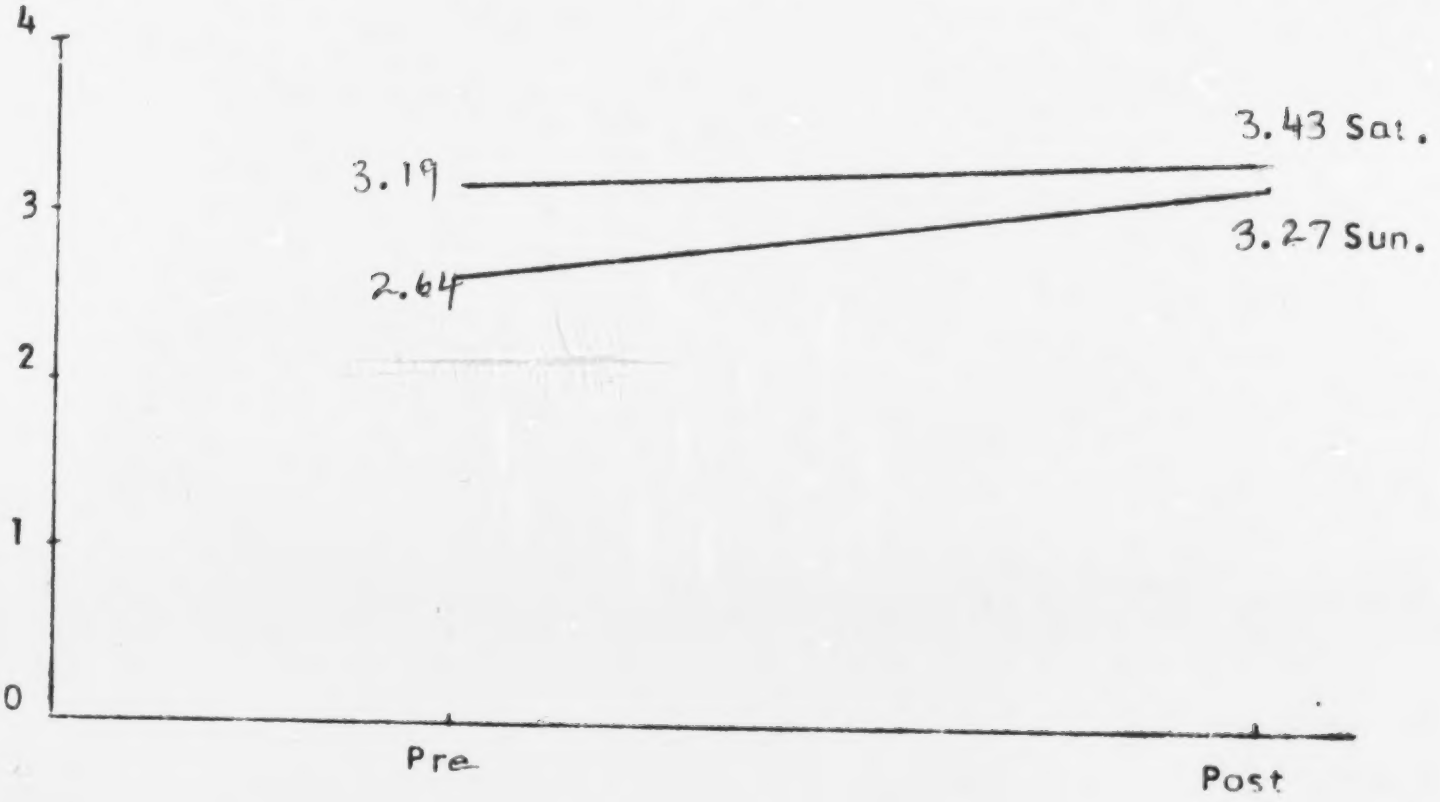
FIGURE 3

Mean Pre and Post Parent Self Experiencing Scores for Saturday and Sunday Groups



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Interpersonal Process Measures: Children

Self-Expressiveness. An analysis of variance using a least squares solution for unequal group size was done on rated child expressiveness in parent-child play sessions. Results showed there was a significant overall change for both groups together ($F(1.7)=8.529$, $p < .05$). Differences between groups did not reach significance. Overall scores were: pre, 2.82; post, 3.16; change, .34. The Sunday scores were: pre, 3.32; post, 4.06; change, .74. T-tests were done on the change scores. The overall change score was significant ($t(8)=2.919$, $p < .01$). The Sunday change score was significant ($t(4)=3.133$, $p < .01$). The Saturday change score failed to reach significance ($t(3)=1.078$). Again, the number of subjects was small, rendering the statistical test less sensitive to any possible effect.

The ANOVA findings on level of child self-expressiveness indicate that there was no statistically signif.cant difference between the changes in the Saturday group children, whose parents received parent-child training only, and the Sunday group children, whose parents received both marital and parent-child training. The Within group differences found the Sunday group had changed significantly, the Saturday had not. (see Tables 7 and 8).

Scores of children in the Saturday group showed a great deal of variability. Pre-scores ranged from 1.875 to 3.27. Post-scores ranged from 1.78 to 4.8. Change scores ranged from - .15 to =1.2. Two children were virtually unchanged, one changed moderately and one changed greatly. As a group they moved from a

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pre-test level at which the children expressed some feeling in-words and/or play much of the time, to a post-test level at which some feelings and attitudes were expressed consistently, though they were ambiguous as to meaning.

The Sunday group children's change scores were less variable. They started, as a group, at a much higher level than the Saturday group. They were expressing feelings consistently, though not specific feeling, on the pre-test. They moved to a post-test level at which they were quite freely expressing specific feelings, largely through symbolic play.

Again we have equivocal findings on the groups, and the big slope (see Figure 4) representing the Sunday group change. The Sunday group children, like the Sunday group parents, appear to have been involved in a real change process, in the way they were bringing out their feelings. With no differential in parent offered empathy and respect between the two groups, why should there be this big slope in the experiencing gain of the Sunday group children? The same slope occurred in the Sunday group parent self-experiencing change. Perhaps it is the change in the parents, the parents' increased openness with their feelings, acting as a model for more openness in the children. Perhaps the children see the parents being more self-disclosing than formerly and feel freer to express what is inside of them. There is a great deal in the literature supporting this idea, the idea of the modeling effects of helping agents on those they help (Bierman, 1967). In addition, as part of a possible modeling effect of the Sunday parents on their children, there is tentative evidence in the literature that helper self-disclosure effects helpee self-disclosure (Carkhuff and Berenson, 1967, p.30). This reasoning

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leads to the concept that if the parents can be more fully themselves, the child can be more fully himself.

A Pierson product moment correlation done on change scores for parent self-experiencing and child self-expressiveness in both groups combined resulted in an r of .5158. While this did not reach significance (significance at the .05 level in a one-tailed test = .622), it does indicate a moderate positive association between these variables. A moderate positive association was also found between: parent-child empathy and chilf self-expressiveness (r=.513); parent-child respect and child self-expressiveness (r=.454); and parent-child respect and empathy together with child self-expressiveness (r=.522). There is, in other words, a statistically non-significant moderate trend for the child's expressiveness to increase with increased parent facilitative conditions and heightened parent self-experiencing.

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TABLE 7

ANALYSIS OF VARIANCE ON RATED CHILD SELF-EXPRESSIVENESS

Variable	df	ss	MS	denominator	F	P
A	1	1.417	1.417	AC	8.529	<.05
B	1	2.189	2.189	C	2.815	NS
C(B)	7	5.444	.778	---	-----	NS
AB	1	.170	.170	AC	1.023	NS
AC(B)	7	1.163	.166	---	-----	NS

A = Pre/Post B = Saturday/Sunday C = Subjects

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TABLE 8

Mean Child Self-Expressiveness Scores and Significance†

	Pre	Post	Change
Sat./Sun.	3.10	3.66	.56**
Sat.,	2.82	3.16	.34
Sun.,	3.32	4.06	.74**

*p .05

**p .01

†Sig. det. by t-test

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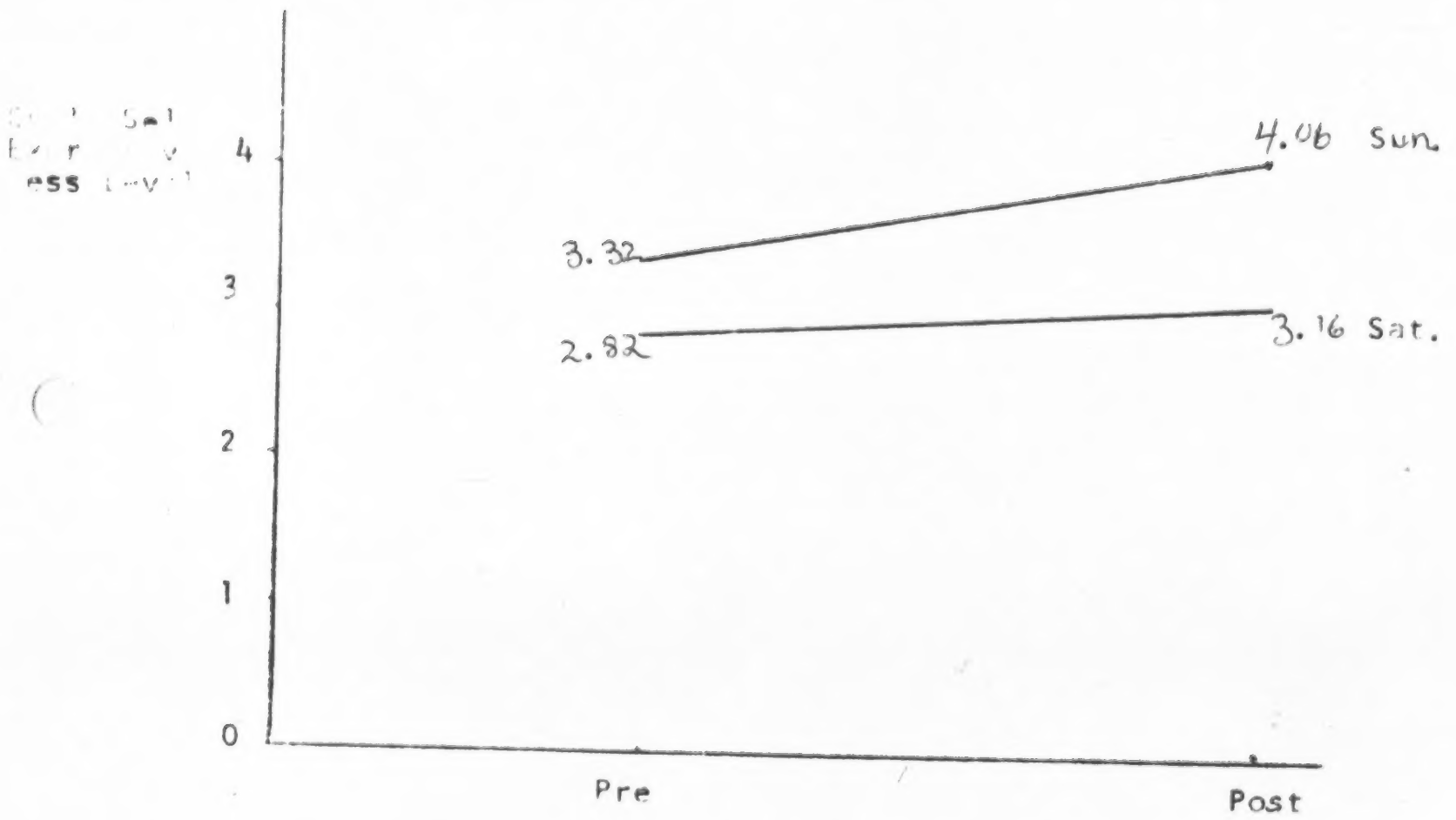
FIGURE 4

Mean Pre and Post Child Self Expressiveness Scores for Saturday and Sunday Groups



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Paper and Pencil Measures: Parents

Relationship Inventory: Spouse-to-Self. Average pre and post scores of the four scales and the total on the Relationship Inventory: Spouse-to-Self form, were compared for each group using the two-tailed Wilcoxon Sign Test. Neither group's total change score reached significance, nor did any of the individual scales in the Saturday group. In the Sunday group average scores on two scales reached significance. On both the Regard and Congruence scales average pre-tests scores were significantly higher than average post-tests scores ($p < .05$, and $p < .02$ respectively). The Sunday group spouses seem to have seen one another as offering lower levels of regard and congruence after undergoing the experimental group experience. Another way of viewing this finding is to hypothesize that a change in partners' perceptions of one another occurred during the process of learning about and practicing facilitation in the group. Post-test perceptions can be seen as involving a new view of the marital relationship, one which understands and acknowledges more clearly failures in the relationship and newly articulated expectations of it. The parents seem to have become more critical of what they were getting from one another. The changed perception took place in the Sunday group more sharply than in the Saturday group, where it is a trend which does not reach significance, suggesting that there are some differences in the results of the two kinds of intervention. The Sunday parents seem to have become more intensely aware of their feeling reactions and of their partners' effects on them. This may be because their self-experiencing was deepening and they were more aware of what was happening to them in the relationship (the self-experiencing

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of the Sunday group was significantly higher post than pre; that of the Saturday group was not).

It is interesting to note that the phenomenon described here also occurred with this instrument in the Gilmore-Barrett study. It was felt that the instrument was an invalid one for measuring facilitation in a study involving pre post testing. (Gilmore-Barrett, 1971, p. 129-130).

Relationship Inventory: Spouse-to-Child. Parents' perceptions of facilitative conditions offerred to the child by their partners before and after treatment were tested for significance using the two-tailed Wilcoxon Sign Test. Average changes on the individual scales and on the totals failed to reach significance in the Saturday group. The Sunday group average changes reached significance on the total score which includes Level of Regard, Empathy, Unconditionality of regard and Congruence ($p < .05$), as well as on the ground total score, which includes the above plus Disclosure and Concreteness, Activeness and Democratic Control ($p < .02$). Individual scale score changes did not reach significance. On both Sunday totals the pre-test was higher than the post-test. Again, two interpretations are possible. On the surface it appears that the Sunday group parents saw one another as deteriorating in the level of facilitation they offerred their children after the group experience. A more reasonable hypothesis, in view of the significant positive changes on the experiential scales for empathy and respect, would seem to be that the parents' conception of facilitation changed as a result of the group experience in learning about and practicing facilitation, and that

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they become more aware of the impact of each on the other. They were in closer touch with their inner experiencing and more conscious of the interaction in their relationship, which they perceived more critically.

Family Unit Inventory. An analysis of variance using a least squares solution for groups of unequal size was done on: the pre and post scores of both groups together, on pre/post-mother/father variables and on pre/post-Saturday/Sunday variables. All failed to reach significance. A two-tailed Wilcoxon Sign Test found that pre post changes within each group had failed to reach significance.

Personal Orientation Inventory (POI). An analyses of variance using a least squares solution for groups of unequal size was done on each scale of the POI for both groups together on pre/post scores, pre/post-mother/father variables and on pre/post-Saturday/Sunday variables. In addition, a two-tailed Wilcoxon Sign Test was done on pre/post scores of each group individually. The following findings were of interest (see Tables 9 and 10, and Figure 6):

1. Time Competency.

a) ANOVA . Time Competency increased pre to post ($p < .037$). Parents in both groups became more present oriented, a characteristic of self actualizing people. Between group differences did not reach significance, nor did father/mother differences.

b) Wilcoxon Sign Test. Within group differences did not reach significance.

2. Inner Directedness.

a) ANOVA . Change in inner directedness did not reach significance ($p < .08$), but tended to increase pre to post

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for both groups together. The self-actualizing person is essentially inner directed, guided by inner motivation rather than external influences.

b) Wilcoxon Sign Test. The Sunday group changed significantly ($p < .02$). The Saturday group change failed to reach significance. Here the treatment difference between the groups appears to have had different outcomes.

3. Self-Actualizing Value.

a) ANOVA . The Sunday group increased more pre to post than the Saturday group though the change failed to reach significance ($p < .087$). The Saturday group actually decreased slightly. This scale measures whether or not the individual possess the values of self-actualizing people.

b) Wilcoxon Sign Test. No significant change found within groups.

4. Existentiality.

a) ANOVA . Existentiality increased pre to post for both groups together ($p < .02$). Parents became more flexible in applying principles and values to life. Other variables did not reach significance.

b) Wilxonon Sign Test. The groups individually did not change significantly.

5. Spontaniety.

a) ANOVA . Pre to post differences did not reach significance but did increase for both groups together ($p < .076$). Other variables did not reach significance. Spontaniety refers to the ability to express feelings behaviorally, to be oneself.

b) Wilcoxon Sign Test. The Sunday group changed significantly

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($p < .01$). The Saturday group change failed to reach significance.

6. Nature of Man-Constructive.

a) ANOVA . Pre to post differences failed to reach significance ($p < .08$) but increased for both groups together. Other variables failed to reach significance. The high scorer views man as essentially good.

b) Wilcoxon Sign Test. No significant within group changes were found.

7. Synergy

a) ANOVA . The Sunday group pre to post increase was higher than that of the Saturday group. This difference reached borderline significance ($p < .09$). This scale refers to the ability to see opposites as meaningfully related and both part of life.

b) Wilcoxon Sign Test. No significant within group changes were found.

8. Acceptance of Aggression

a) ANOVA . The pre to post increase of both groups together was significant ($p < .049$). The pre to post mother/father increase was significant ($p < .04$), with mothers changing more than fathers. The Sunday group increased significantly more than the Saturday group pre to post ($p < .05$). This scale measures acceptance of one's own aggression.

b) Wilcoxon Sign Test. No significant differences were found.

In summary, on the POI there was a significant pre to post improvement in both groups together on one of the two major scales (Time Competency) and an improvement of borderline significance on the other (Inner Directed). Of the ten minor scales, significant improvement occurred on two (Existentiality and acceptance of Aggression) and a trend toward significance occurred on two

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(Spontoniety and Nature of Man-Constructive). There was a distinct tendancy for the Sunday group gains to be higher than than those of the Saturday group. The Sunday group gains were significantly higher on three scales (Inner Directed, Spontaniety and Acceptance of Aggression). There was in addition, borderline significance on two additional scales (Synergy and Self-Actualizing Value). Mothers improved significantly more than fathers on one scale, Acceptance of Aggresion.

The data suggest that both groups, taken together improved, but taken separately the Sunday group is the only one to show improvement. Members of the Sunday group are acting more from their inner experiencing. They're more inner directed, spontaneous and accepting of their aggressive feelings. They're also better able to reconsile conflicts (synergy). There is no clear evidence of Saturday group change.

Examining the POI profiles of both groups pre and post, and comparing them with mean POI scores for a self-actualized and a non-self actualized sample, it is clear that the Sunday group post-test comes much closer than the Saturday group post test to approximating the self-actualized group's profile (see Figures 9 and 10). In addition, the Sunday group improved consistently across most scales and is consistantly at or near the norms. The Saturday group, which tested lower on the pre tests, changed less. (see Figures 9 and 10).

Adjective Checklist. An analyses of variance was done on each scale of the Adjective Checklist used in this study for both groups together on pre/post, pre/post-mother/father and pre/post-Saturday/Sunday variables. The two-tailed Wilcoxon Sign Test

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TABLE 9

Significance of Pre-Post Increases on POI Scales for Both Groups, Alone and Together

Scale	Both Groups	Saturday	Sunday
Time Competent	$p < .037^{\dagger}$	NS	NS
Inner Directed	$p < .08$	NS	$p < .02^{\ddagger}$
Self-Actualizing Value	NS	NS	$p < .087^{\dagger}$
Existentiality	$p < .02^{\dagger}$	NS	NS
Feeling Reactivity	NS	NS	NS
Spontaniety	$p < .76^{\dagger}$	NS	$p < .01^{\ddagger}$
Self-Regard	NS	NS	NS
Self-Acceptance	NS	NS	NS
Nature of Man Constructive	$p < .08^{\dagger}$	NS	NS
Synergy	NS	NS	$p < .09^{\dagger}$
Acceptance of Aggression*	$p < .049^{\dagger}$	NS	$p < .05^{\ddagger}$
Capacity for Intimate Contact	NS	NS	NS

†ANOVA (Significance of groups together or between groups)

‡Wilcoxen Sign Test (within groups significance)

* Mothers changed significantly more than fathers. $p < .05^{\dagger}$

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TABLE 10

Average Pre-Post and Saturday-Sunday Scores on the POI

	PRE			POST		
Scale	Sat.	Sun.	Both	Sat.	Sun.	Both
Time Competent	14.0	15.9	15.00	14.6	18.00	16.3
Inner Directed	73.09	80.2	77.C	74.6	87.5	81.0
Self-Actualizing Value	17.9	18.1	18.0	17.	20.	18.5
Existentiality	17.1	19.9	18.5	18.4	22.7	20.6
Feeling Reactivity	12.1	14.5	13.3	12.9	15.7	14.3
Spontaniety	10.1	11.6	10.9	10.3	13.5	11.1
Self Regard	10.1	10.5	10.3	9.7	11.7	10.7
Self Acceptance	14.1	15.9	15.0	14.1	17.2	15.7
Nature of Man Constructive	10.4	10.3	10.4	11.3	11.3	13.3
Synergy	6.0	6.4	6.2	5.6	7.3	6.5
Acceptance of Aggression	14.4	14.6	14.5	14.3	16.5	15.4
Capacity for Intimate Contact	15.1	17.3	16.2	15.4	18.8	17.1

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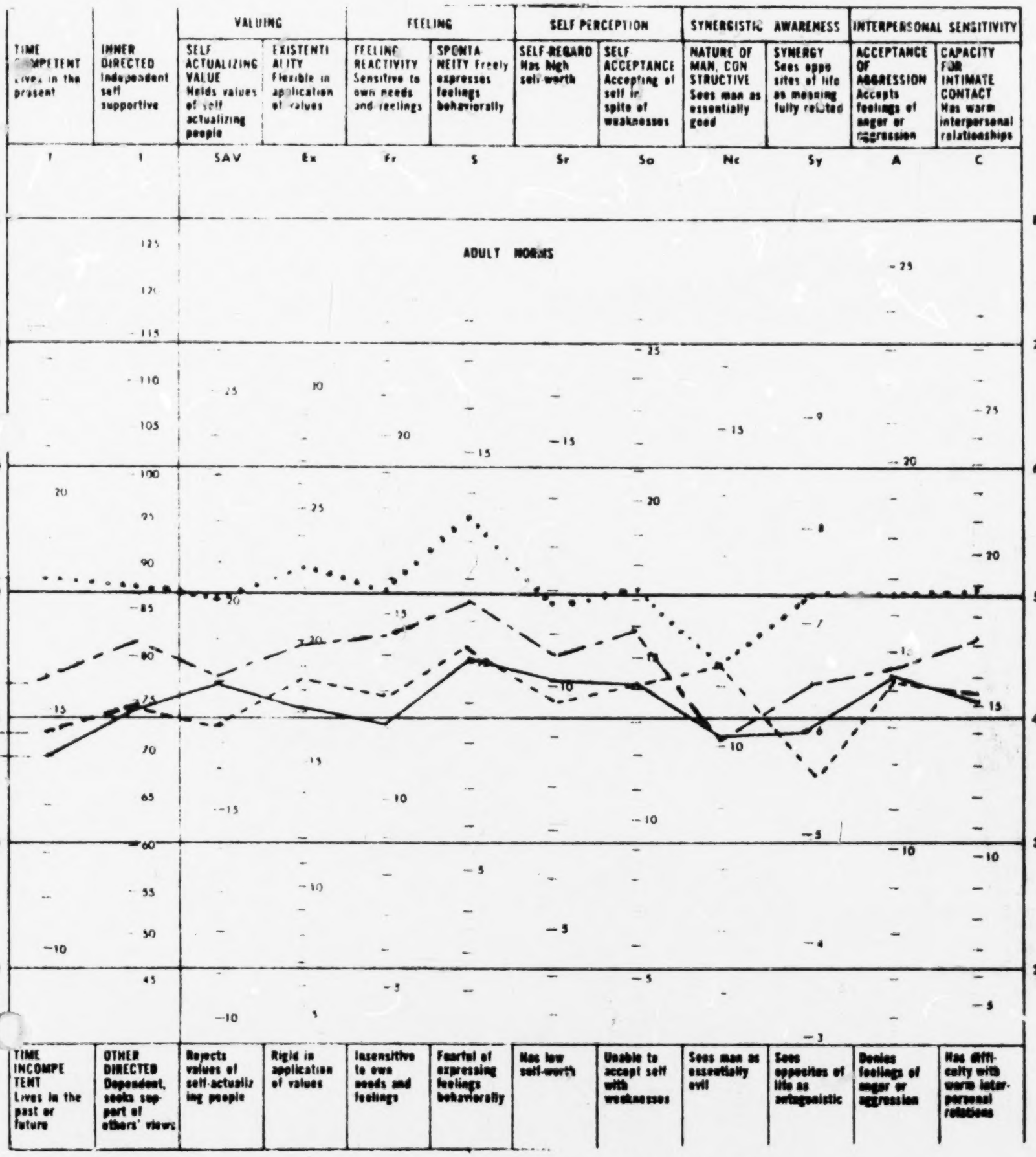
FIGURE 5

Pre and Post Test Profiles of Saturday and Sunday Groups on POI



1. Sat. Pre —
2. Sun. Pre
3. Sat. Post - - -
4. Sun. Post . .
5. Norm ——

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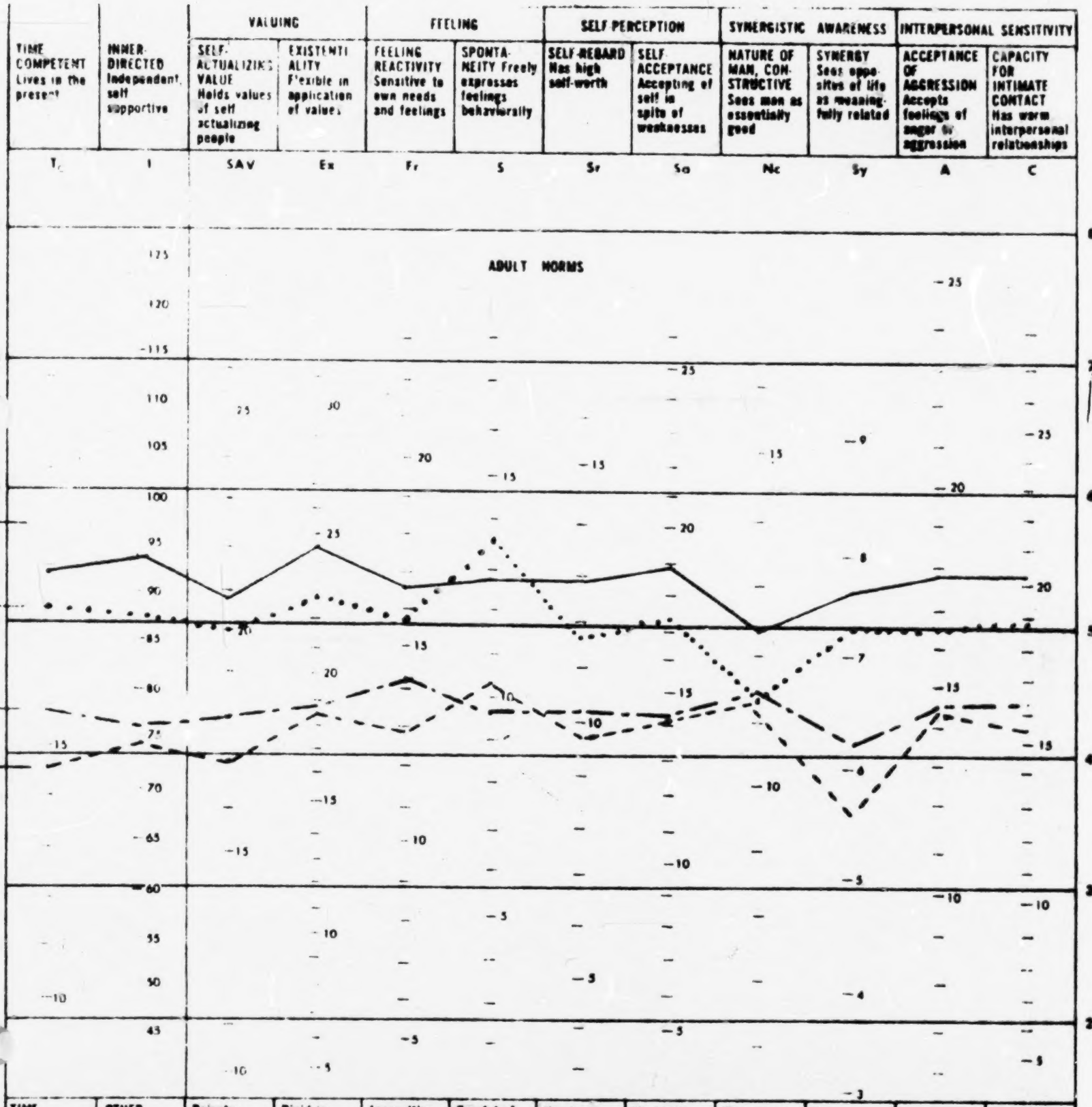
FIGURE 6

Post Saturday and Sunday POI Profiles Compared To Self-Actualized and Non Self-Actualized Means.


VALUING
FEELING
SELF PERCEPTION
SYNERGISTIC AWARENESS
INTERPERSONAL SENSITIVITY
TIME COMPETENT Lives in the present
INNER-DIRECTED Independent, self supportive
SELF-ACTUALIZING VALUE Holds values of self actualizing people
EXISTENTIALITY Flexible in application of values
FEELING REACTIVITY Sensitive to own needs and feelings
SPONTANEITY Freely expresses feelings behaviorally
SELF-REGARD Has high self-worth
SELF-ACCEPTANCE Accepting of self in spite of weaknesses
NATURE OF MAN, CONSTRUCTIVE Sees man as essentially good
SYNERGY Sees opposites of life as meaningfully related
ACCEPTANCE OF AGGRESSION Accepts feelings of anger or aggression
CAPACITY FOR INTIMATE CONTACT Has warm interpersonal relationships
T
I
SAV
Ex
Fr
S
Sr
Sa
Nc
Sy
A
C
ADULT NORMS
Standard Scores
TIME INCOMPETENT Lives in the past or future
OTHER DIRECTED Dependent, seeks support of others' views
Rejects values of self-actualizing people
Rigid in application of values
Insensitive to own needs and feelings
Fearful of expressing feelings behaviorally
Has low self-worth
Unable to accept self with weaknesses
Sees man as essentially evil
Sees opposites of life as antagonistic
Denies feelings of anger or aggression
Has difficulty with warm interpersonal relations

1. Sat. Post -- 2. Sun. Post ... 3. Self-Actualized Mean — 4. Non Self-Act. Mean —

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was also done on pre to post scores for each group individually. The following findings were of interest (see Tables 11 and 12):

1. Autonomy.

a) ANOVA . No significance was found.

b) Wilcoxon Sign Test. The Sunday group's perception of its increased autonomy pre to post was significant ($p < .05$. The Saturday group's change in self-perception did not reach significance. The Sunday group realized that they were living more in terms of their own experiencing. They recognized their change. This is consistant with their increase in self-experiencing and on the POI.

2. Dominance

a) ANOVA . The Sunday group viewed themselves as becoming more dominant pre to post, the Saturday group less dominant. The difference between the groups was significant ($p < .05$). The Sunday mothers viewed themselves as increasing, the fathers as remaining the same. Both Saturday parents viewed themselves as becoming less dominant, but especially the mothers. Something different was happening in each group. The Saturday single focus on the child appears tohave resulted in more awareness of parents' relationship to the child.

b) Wilcoxon Sign Test. No significance was found within groups pre to post.

3. Exibition

a) ANOVA . Parents in both groups together viewed themselves as decreasing on the Exibition scale pre to post ($p < .05$). There was a borderline difference between the Saturday and Sunday group perceptions of themselves pre to post ($p < .68$), with the Saturday group seeing themselves decreasing more than did the Sunday group.

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The Saturday group scores were initially higher. (see Table 12).

The Adjective Checklist data presents some evidence of differential effects of the two treatments on self-perception. The Saturday treatment, with its almost exclusive emphasis on following and accepting the child, was very impactful on the parents' self-perceptions around their controllingness and self-centeredness. They really realized how much less controlling and self-centered they became. The Sunday group, on the other hand, which concentrated much more on themselves as persons in their own right, highlighted in their self-perceptions how much more self-directed and self-willed they were becoming. Working just with the child in a non-directive way changed the Saturday groups' self-concepts so they viewed themselves as less controlling and self-centered. This kind of change in self-concept looks attributable to the Saturday treatment. Here is some evidence of effect on adult self-concept from working with a child.

It is disappointing that, in this interpersonal form of treatment, the parents' failed to change their self-concepts around positive qualities of relating, such as nurturance. Somehow, they failed to realize how much more nurturing they were becoming.

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TABLE 11

Pre and Post Changes and Significance on Adjective Checklist Scales

Scale	Both Groups	Saturday	Sunday
Deference	NS	NS	NS
Nurturance	NS	NS	NS
Lability	NS	NS	NS
Autonomy	NS	NS	$p < .05$ pre>post‡
Aggression	NS	NS	NS
Dominance	NS	pre>post changed in different directions $p < .05$	pre<post
Counseling Readiness	NS	NS	NS
Exhibition	$p < .05$ pre>post†	Sat. decreased more than Sun. $p < .068$†	
Personal Adj	NS	NS	NS
Self-Confidence	NS	NS	NS
Abasement	NS	NS	NS

†ANOVA

‡Wilcoxon Sign Test

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TABLE 12

Average Pre/Post and Saturday/Sunday Scores on the Adjective Checklist

Scale	Pre						Post					
	Saturday			Sunday			Saturday			Sunday		
	F	M	Both	F	M	Both	F	M	Both	F	M	Both
Deference	26.6	54	40.3	46	57	51.5	26.	54.5	40.2	49.2	46.8	48.
Nurturance	40.0	55	47.5	54	47.2	50.6	42.6	48.	45.3	48.6	49.4	49.0
Lability	48.	50.5	49.2	51.8	44.4	48.1	39.7	48.	43.8	43.6	50.	46.8
Autonomy	56	45.2	50.6	46.8	42.8	44.8	58.3	43.5	50.9	51.8	45.8	48.8
Aggression	63.6	48.	55.8	46.2	48.8	47.5	66.6	50.5	58.5	47.	49.	48.
Dominance	59	45.5	52.2	46.	38.	42.	50.6	37.5	44.0	47.7	43.	45.3
Counseling Readiness	52.6	50.2	51.4	59.2	48.8	54.	48.6	56.	52.3	59.8	50.2	55.
Exibition	58.6	44.	51.3	40.8	41.2	41.0	52.3	39.	45.7	43.4	37.4	40.4
Personal Adjustment	34.	47.2	40.6	46.6	51.6	49.1	37.3	45.	41.1	47.2	51.8	49.5
Self-Confidence	47.6	46.7	47.1	47.8	45.6	41.7	52.3	41.5	46.9	44.6	45.2	44.9
Abasement	46.3	61.7	54.0	63.4	55.2	59.3	47.	61.7	54.3	59.	51.	55.0

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TABLE 13

Analysis of Variance on Childrens Paper and Pencil Measure

Measure	Pre Mean			Post Mean			Conditions	Trials	Trials x Conditions
	Sat.	Sun.	Both	Sat.	Sun.	Both			
Slosson	6.08	5.0	5.61	6.85	5.8	6.4	NS	$p < .05$	NS
General Anxiety Scale									
Y	17.0	13.4	15.0	15.24	11.8	13.33	NS	NS	NS
L	2.25	5.0	3.78	2.25	4.4	3.44			
Sentence Completion	33.25	38.8	36.33	33.4	36.2	34.96	$p < .10$*	NS	NS
Torrance Verbal									
Fluency	39.25	37.8	38.44	41.25	39.8	40.44	NS	NS	NS
Flexibility	53.0	48.0	50.22	47.25	45.6	46.33	NS	NS	NS
Originality	50.75	56.4	53.89	46.0	51.2	48.89	NS	NS	NS
Torrance Figural									
Fluency	39.75	36.2	37.78	40.0	40.6	40.33	NS	NS	NS
Flexibility	48.5	42.4	45.11	42.5	48.0	45.56	NS	NS	$p < .10$**
Originality	42.25	45.8	44.22	51.6	63.4	58.22	NS	$p < .005$	NS
Elaboration	54.25	46.6	50.0	61.0	52.0	56.0	NS	NS	NS
Behavior Symptom Checklist- Teachers	4.5	2.0	3.11	2.0	3.0	2.50	NS	NS	$p < .10$**
Parents (Both)	4.5	2.0	3.25	2.0	3.0	2.50	NS	NS	$p < .10$**

*Baseline difference

**Groups changed in different directions. Sat. pre > post, Sun, pre < post

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Paper and Pencil Measures: Children.

The children's paper and pencil measures were analysed using analysis of variance, a two factor mixed design with repeated measures on one factor.

Behavior Symptom Checklist

Teachers Evaluations. The pre to post differences between groups reached borderline significance with each group changing in a different direction ($p < .10$). The Saturday group was seen as decreasing 2.5 symptoms on the average pre to post. The Sunday group was seen as increasing an average of one symptom pre to post. There appears to have been an advantage to the Saturday group children in their parents' focusing exclusively on the relationships with their children.

Parents' Evaluations. The average joint parental evaluation of their children's symptom picture was very close to that of the teachers. Children in the Saturday group were perceived by their parents as having an average of 2.3 fewer symptoms pre to post, while children in the Sunday group were seen as having an average of 1.3 more symptoms. This difference was also of borderline significance ($p < .10$).

Slosson Oral Reading Test. There was a significant pre to post improvement in both groups together ($p < .05$) indicating improvement in the academic functioning of both groups, which together increased an average of .8 of a reading level. Differences between groups failed to reach significance. This lends support to the thesis that intervention in the parent-child system alone can result in changes in child functioning comparable to those

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achieved when both parent-child and marital systems are worked with.

General Anxiety Scale. Anxiety levels in both groups decreased pre to post, but the change did not reach significance for either group or for both groups together. This was disappointing in view of the increase in rated empathy and respect in the parents. The change was about the same for both groups and seems to have been uneffected by the differences in group treatment.

Sentence Completion Test. There was a baseline difference between the two groups with the Sunday group higher both pre and post ($p < .10$), but pre to post changes did not reach significance.

Torrance Test of Creative Thinking. None of the changes on the Torrance verbal scales reached significance. On the figural scales, originality increased significantly pre to post for both groups together ($p < .005$). There was no significant difference between groups. It is interesting that in the Gilmore-Barrett study (1971) this scale was also the only one on which the experimental group improved significantly. Gilmore-Barrett notes that a newly published report by Howey, Hoffmeister, Coates and White questions the internal reliability and validity of the Torrance Test, suggesting that only the originality dimension seems valid and reliable (Gilmore-Barrett, 1971, p. 121-122.)

On Figural Felxibility the groups changed in different directions ($p < .10$). The Sunday group improved pre to post, while the Saturday group scored lower.

In summary, results on child paper-and-pencil measures are

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somewhat sparse. However, the Saturday children did at least as well as the Sunday children, possibly a little better if the non significant reduction in anxiety is considered. (see Table 13).

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Summary

The purpose of this study was to compare the results of intervention in the parent-child relationship system alone with intervention in both marital and parent-child systems, holding the communication workshop method of training constant. How does this study answer the three questions posed at the end of the section, Problem to be Investigated?

1. Does the functioning of the child improve significantly, as measured on a group of indices, when just the parent-child system is worked on, or is intervention in the marital system as well required to bring about improvement in the child? The answer to this question is that the Saturday children improved at least as much as the Sunday children. Saturday parents improved significantly on the levels of empathy and respect they offerred their children, as did Sunday parents. Saturday children and Sunday children improved significantly on the Slosson Oral Reading Test and the Torrance Figural Originality Scale. Both groups decreased somewhat in anxiety. The Saturday group alone decreased in number of symptoms pre to post while the Sunday group increased. The one area in which the Sunday children did better was in self-expressiveness, and here the interaction with their more self-actualizing parents seems to have been a factor. Overall however, the exclusive focus of the Saturday parents on their relationships with their children seems to have been a distinct advantage to the children. It was an advantage to the parents as well in that they became aware of

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their impact on their children and perceived themselves as having become less dominating and self-centered as reflected in their significant decrease on the Dominance and Exibition Scales of the Adjective Checklist. These findings challenge the traditional child guidance assumption that in order to help parents and children with relational problems, the parents' marital difficulties must first be worked out. Evidently if you want to work on improving parent-child relations and helping the child to function better, you should concentrate on the parent-child relationship.

2. Does learning generalize from the parent-child system to the husband-wife system? (We know the reverse does not occur). Some generalization did occur in the Saturday group from adult-child to adult-adult communication. The Saturday parents improved significantly on the level of empathy they offerred one another pre to post though they received no communication training on the adult level. They learned how to listen to one another better. However, they did not get into the self-experiencing process that the Sunday group did, nor did they participate in the growth process the Sunday group experienced.

3. Will the parents improve in their functioning as individuals? There is considerable evidence for positive growth in the Sunday group parents as individuals that is lacking for the Saturday group. This can be seen in the significant Sunday changes in self-experiencing, in inner-directedness, spontaniety, acceptance of aggression and borderline significance in synergy (POI scales),

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and in the significant increase in self-perceived autonomy (Adjective Checklist). These results point to the power of the dual interventions both for changes in the parents in their own personal growth and for their potency as models for personal growth for their children (relationship of parent self-experiencing and child self-expressiveness). The essence of the growth process does not occur, is not generated, unless the individual engages with himself as a person in his own right, not only as a helper to another.

The parents in the Saturday group changed their self concept as reflected in their changes on the Dominance and Exibition scales of the Adjective Checklist. There were also some changes on the POI. However a comparison of the pre to post profiles of both groups with each other and with profiles of self actualizing individuals clearly shows the qualitative difference in the two groups' personal growth.

Parent-child training alone appears to produce real and positive changes in children and in parents. In situations where both interventions cannot be made due to limitations of time and personnel and other factors, this appears to be a good way to offer help to families of children with relational difficulties. This work should be replicated with larger numbers of subjects and better control for baseline differences to see whether the results can be repeated or improved upon, and to see whether statistical significance within groups can be more accurately assessed.

Future research on changes in children's behavior should use more measures of growth in creative living and experiencing in the child, measures of the childs' being more centered in himself. We need posi-

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tive indicators of change toward better functioning, such as the POI is for adults, instead of focusing on negatives, i.e. symptom reduction.

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Appendix 1

Press Release

Help with Parent Child Problems

Is your elementary school age child having problems - with discipline, with friends, with brothers and sisters, with himself? Would you like to participate in a group aimed at helping parents to be more effective in dealing with the problems their children are having? Would you like to learn to get in better touch with the way your child feels, to open up communication between you so your child feels really understood?

The Parent-Child Communication Workshop is a new approach to helping parents and children who are experiencing problems in their relationship to deal with each other respectfully and openly, to develop a better sense of mutual trust and closeness, to develop a true family intimacy so that family members can be a direct source of help to one another in working out problems.

Assistant Professor Muriel Santilli of SUNYAB School of Social Welfare and Director of Social Work Service at the Child Study Center at Buffalo State is now in the process of organizing several workshop groups which will be starting soon. Children of parents in the groups will be directly involved in the treatment process. If you are interested in participating, contact Professor Santilli at 862-6315, 831-2526, or 884-4960, now. No fee is involved.

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Appendix II

Initial Telephone Conversation or Intake Interview with Parents

THE PARENT COMMUNICATION WORKSHOP

The Parent Communication Workshop is a new approach to helping children who are experiencing difficulties in their lives -- difficulties with discipline, with friends, with family relationships, with themselves.

We know that when a child is disturbed, his relationships within his family are disturbed. We are learning some of the ways family members can stop disturbing one another, can instead help each other to feel valued and strong, to grow and realize their potentialities.

The workshops are composed of parent couples who meet together and work intensively to improve the quality of family living, to improve the communication among family members so that they can really understand one another's feelings, and can be open and helpful to one another. As they grow in understanding and helpfulness, the quality of their living together changes. A new life-style can emerge, one of involvement, of intensity of family living.

Because play is the way young children express their deepest feelings, play is used in this approach to enable the parents to enter the child's world, to see through his eyes, to share his experiences. Parents conduct at-home play sessions with their troubled child as a way of developing an intimate relationship with him, of sharing experiences with him in a parti-

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cular way, apart from discipline and management. The understanding and closeness developed in the play relationship can spill over into other areas of the parent-child relationship and deepen the whole quality of their living together.

I will soon be starting two Parent Communication Workshops for parents of children between the ages of five and eleven who are having emotional problems. These particular groups will be for families whose children are having emotional problems only; at this time children who are retarded or who have learning problems or neurological problems cannot be included. The groups will meet on a weekend morning or afternoon for 12 four hour sessions. Because we are studying the effectiveness of this method of helping, several tests will be made of both parents and children before and after the workshop takes place.

Regular attendance is very important. The others in the group will be depending on you to be there to make the experience a full one.

Does this sound like something you would be interested in participating in?

(If answer is yes, proceed with telephone questionnaire.)

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Appendix III

PARENT COMMUNICATION WORKSHOPS

TELEPHONE RESPONSES

Name of caller: _____ Phone no.: _____

Address: _____

Childs name: _____ Birth Date: _____

Grade: _____ School: _____

Other children in family and ages: _____

Nature of the problem: _____

_____

Special class placement (if so why) _____

_____

Previous psychological testing: _____

Place of Testing: _____

Treatment if any: _____

Times they could meet: _____

_____

Additional notes: _____

_____

Check:		Yes	No
	Age 5 - 11		
	Parents feel there is a problem	____	____
	Both parents in home willing to participate	____	____
	No clear indication of retardation or organicity	____	____
		____	____

Disposition _____

_____

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Appendix IV

Group Dyadic Procedure

As another step in helping us and you get more of a feel for each other we are asking you to participate in an experience in rapid group acquaintance. This involves your telling the group something important about who you are. Each of you has 2 index cards. Write two direct clear statements about a problem you are now experiencing (one on each card). Choose a problem which is personal and of real importance in your life. Ask yourself, "What is really eating at me now?" We want it to be about something that you would like to improve in yourself, a concern, a dissatisfaction, an embarrassment, confusion in a relationship, etc. It should be a specific, frank, bold statement, not a question. Please avoid statements that are comfortably abstract or non-personal.

Be as brief as possible (only 2-3 sentences on each card). You will have lots of time to talk about your feelings. You will be asked to read only one statement. Chances are that your written statement will not be easy to read before a group. We are asking you to do this, unless you are feeling keenly uncomfortable. We are asking you to focus on your feelings about your concern and to express them openly.

Now take five minutes to write your statements.

One person, the discloser starts by reading one of his statements to the group...then any other person (the understander) in the group may talk with him. The talk lasts just four minutes and involves just these two people. The understanders job is to be as helpful as possible to the other person by trying to understand the feelings the other person is expressing in the statement. The understander should avoid asking questions, giving advice or giving explanations for the problem but rather should concentrate on understanding how the discloser feels inside about what he is discussing. The talk then should focus on the discloser and his concern, he by exploring the feelings relating to the concern he has raised and the understander by showing understanding of these feelings. After four minutes i'll say "finish up". Then the rest of the group will give their impressions of the disclosure on the forms provided. After that we will continue around the room until each person has disclosed once and helped once.

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Appendix IV

Group Description Form

Your name _____ Date: _____

Instructions for Group Description

Please give your impression of every group member (except yourself) on the items. below. Indicate how each person appeared to you as a discloser and as an understander. Some ratings will probably be difficult, but please give your best guesses.

First fill in the first name of each person sitting at the table starting at an agreed on spot. Then read the items carefully. Place one or more plus or minus marks in the boxes under each persons name after he participates.

+++ I strongly feel that this was very true of him.

++ I feel that this was true of him.

\+ I feel this was probably true of him, or more true than not true.

\- I feel this was probably not true of him, or more untrue than true.

-- I feel this was not true of him.

--- I strongly feel that this was very untrue of him.

ITEMS

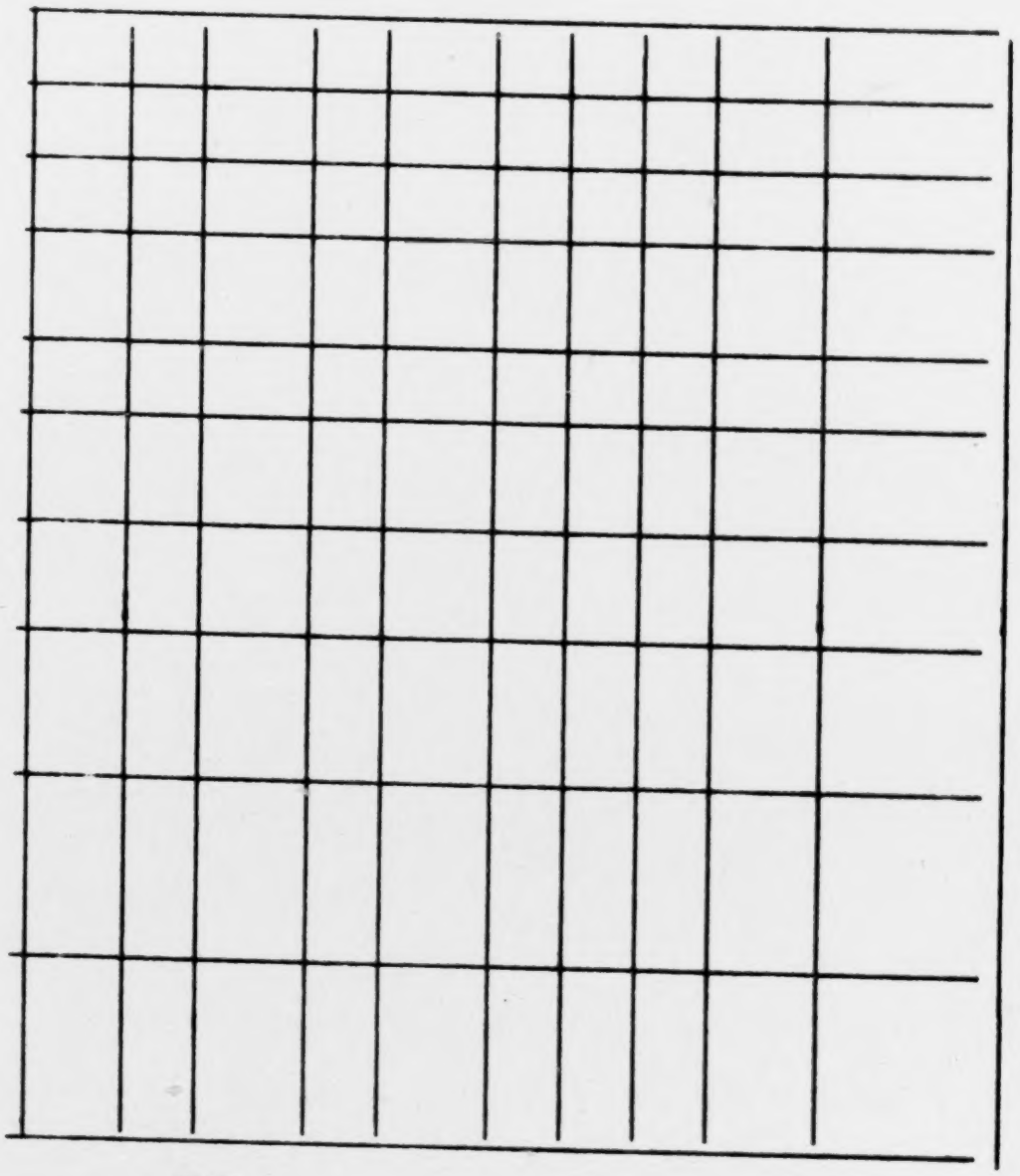
GROUP MEMBERS

Discloser

1. He was openly himself.
2. I feel he really wanted to explore his feelings.
3. He seemed to explore many different feelings.
4. He seemed very involved in what he was saying about himself.
5. I feel that he was real and genuine.

Understander

6. He nearly always knew exactly what the other person meant.
7. He may have understood the other's words, but he did not see the way he felt.
8. He appreciated exactly how the things which the other person experienced felt to the other person.
9. There are times when I feel that his outward response was quite different from the way he felt underneath.



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Appendix V

PLAY THERAPY MANUAL
FOR PARENTS

WHY PLAY SESSIONS Young children express many of their feelings and needs through play. It is hard for them to use words for the communication of important and/or emotionally charged experiences, as adults do. Play is the natural way they work through many of their most significant experiences. For this reason, when children are experiencing difficulties in their lives and in their relationships with people, play is used as the medium for working out the problems by professional therapists. In this workshop you, the parents, are going to be helped to use play as a way of understanding your child better and of communicating your understanding to him.

One purpose of the play sessions is to help the child express feelings that have become bottled up within him, feelings which he may barely be aware of or may not have allowed himself to recognize at all. These are feelings which the child has been unable to cope with and which are getting in the way of his feeling good about himself, liking himself, approving of himself. Anger, disappointment, confusion, jealousy, deprivation, fear, and guilt are some of the kinds of feelings children have difficulty dealing with which they can work through in play.

In the play session with you, your child can communicate his feelings to you through play. You will have to "tune in" to what he is telling you through his play. Your acceptance of his feelings helps your child to work the feelings out, to find acceptable ways of coping with them and to be free of the stress and discomfort caused by the bottled up feelings.

The play sessions can build your child's trust and confidence in you. He will feel your deep concern for and acceptance of him and will feel freer to be fully open with you about his experiences and feelings. He will feel he can count on your understanding and acceptance no matter what kind of problem he is experiencing. This is a very good and important feeling.

The play sessions can build a child's confidence in himself. He can see himself as a good and a capable person as a result of your play relationship with him. In the play situation his ideas are recognized as important and valid ones. This builds his self-esteem, his picture of himself as an able person. In the play sessions he is free to make his own choices,

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to make mistakes and learn from them. This develops his confidence in his ability to make decisions and diminishes his fear of making mistakes. It is important for him to know that he has choices and is responsible for the outcome of his choices.

By giving your child your complete attention during play sessions you build his feeling of his worth and help him to feel like a more lovable and valuable individual. This is very important to his feeling of confidence in himself and to his overall good functioning in his relations with you and others in his life.

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The Play Sessions - It is important to observe all of the following conditions if the play sessions are to result in closer understanding between parent and child.

1. When - Set aside a time (to begin with, at least 1/2 hour, and later somewhat longer) every week for a session with your child. Hopefully, this will be at a time and place where you are completely isolated from the rest of the family and can guarantee no interruptions. If the phone rings, let it ring. Try to have arrangements for other children so they will not interrupt this session. Your uninterrupted attention is one of the most important conditions for fruitful play sessions. Do not impede your progress by changing the time each week or cancelling a session. Such changes have undesirable effects that go far beyond what you would suppose. Whether they say so or not, children tend to feel that cancellations and changes reflect disapproval of their behavior in the previous play session. It also breeds lack of confidence and trust -- the very things which we are trying to promote. If a change is absolutely necessary, it should be discussed in advance with the child. Once you begin play sessions, you should consider their availability to the child as a form of contract which you cannot break.

2. Where - Select a room for play where there will be least concern if things get spoiled or broken. Least preferred is the child's own room, where other toys might be distracting. Water may be spilled, clay smeared, or toys dropped, and broken, so a basement or kitchen floor would be best.

3. Materials to Use - The choice of toys is very important to the success of the play sessions. The following toys are recommended because they can help a child express feelings:

Inflated plastic bop bag (at least 4 ft. high)
Dartgun with darts
Plastic or rubber knife
Nonhardening modeling clay
Plastic cowboys, Indians, soldiers
Family of puppets
Doll family (mother, father, brother, sister, baby)
Baby bottle
Bowl for water
Crayons, paints
House box for doll furniture and family
Cups and saucers
Drawing paper

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Tinker toy or similar construction toy

Plastic doll house, furniture for living room, dining room, bedroom and bathroom

2 plastic telephones

Plastic tank

Playing cards

Play money

Set of dinosaurs (5 or so)

An 8 ft. length of rope

These toys are reserved for use in the play session only. They should not be used by another child at all, except in his own play session if you are having sessions with him. The child may not take or use toys out of the session (his own drawing or painting is an exception). Ordinarily, he may not add any of his own toys. The toys have been especially selected in order to help the childrelease his aggressions and to re-enact his feelings in relation to family members in a safe and accepted place.

4. What to Tell Your Child - It is not necessary to go into a long explanation with the child. You may simply say you want to spend more time with him. Older children may insist on further details. In this case, place the emphasis on your wanting to spend time alone with your child in a special play setting. Not that you want to help him, but that you want to be together, have fun, and improve your relationship. There is usually very little difficulty in getting the child to participate.

Some children, of course, take more time than others to feel comfortable enough to express themselves freely. On some occasions, children object to having sessions. But most of the time they enjoy the sessions and look forward to them.

5. What you, the parent, do. Your role in the play session is to establish an atmosphere in which your child is free to play out his ideas and feelings while experiencing your interest, acceptance, and understanding. This is very different from the way adults usually relate to children. You establish the ground rules: the time, the place, and a few basic rules. But what the child does and says in play sessions is strictly up to him. He may use the toys to express things he has not been able to express adequately before, or to express things he often expresses but in a more direct and more extreme manner. He may want to use the time to be very aggressive; he may want to just sit and do nothing or he may wish to leave after a few minutes. These are his decisions. This is his time to use as he wishes. The important thing for you to do is to give your full attention to everything he says and does;

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to understand what he is expressing in his play and let him know that you understand. This will give your child the go-ahead to express more of his deeper feelings.

Let the child be the leader in the play session. If he asks you to participate in an activity, engage in it fully, but follow his ideas about how you should participate, what role you are to play.

You can best demonstrate to your child that you accept and understand his feelings by reflecting his feelings and actions back to him. Use a tone of voice which shows the quality of the feeling the child is expressing and the intensity of the feeling. For instance, if your child is showing anger by hitting a baby doll hard, reflect his wish to hurt the doll in your voice, ie, "you really want to hurt the baby, he makes you good & mad."

Here are some examples of ways you can reflect feelings you see your child expressing in his play:

"You want to shoot him dead."

"You feel badly that you didn't hit the target."

"That makes you mad."

"It makes you real mad when it doesn't go together the way you want it to."

"You're really beating him up."

"You want to win this game badly. You want to change the rules (when child is cheating or changing rules) so you can win."

"You don't like other people's rules. You like to be boss."

"You like being the baby."

"You like to sit on my lap."

Interpretations of your child's feelings should be made in a direct, feeling, but uncritical way which conveys your acceptance of his feelings.

Here are a few don'ts:

Don't criticize

Don't ask questions as a rule. Occasional questions are alright.

Don't direct your child into activities. Make suggestions only when they fit into the child's play ideas, and drop them if they don't interest him.

Don't teach, moralize or give information (except for some thing specific your child asks you).

Don't engage in "social" conversation. Restrict your comments to what the child is doing and experiencing, as other conversation takes away from his activities and lessens the values of the play session.

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Try to make the play sessions a time when you are completely "with" your child, a time of warmth, spontaniety, and closeness. At first it may seem a little strange to relate to your child in the manner described in this manual. Sometimes it may be difficult. It is probably quite different from the way you relate in other situations. But, with practice, and discussion in the workshop, you will come to feel more comfortable with it. The important thing is to try to put yourself in your child's place, to see the world as he sees it, which may be very different from the way you see it. Try to understand your child's feelings through what he is doing or saying, and let him know that you understand - that you know what he's feeling and that it's all right with you.

There are some restrictions on the child's activity in the play sessions. These "limits" should be adhered to consistantly. If the child breaks a "limit," point out that this particular behavior is not allowed. Tell him that if it occurs a second time the play session will end. Make sure he understands. If the limit is broken a second time, end the play session immediately. There should be no further warning,no second chance. The play session is simply ended without moralizing or criticism.

The "limits" are:

YOUR CHILD MAY NOT HURT OR ENDANGER YOU IN ANY WAY.

YOUR CHILD MAY NOT DAMAGE THE PLAY ROOM (he can mess it up, but not paint walls, make holes in structural things, etc.)

YOUR CHILD MAY NOT POKE THE BOP BAG WITH A SHARP IMPLEMENT.

Other "limits" may be used if necessary but these should be discussed in the workshop. There should be no limit on what the child says, including swearing, "dirty" words, and hostile comments towards the parent or others.

Don't discuss limits with your child until the need arises. Don't try to prevent or discourage him from breaking a limit. When the prohibited behavior does occur, or is about to occur, let him know the consequences if he does it, or does it again. If he continues to do the prohibited act, the play session is ended. If he chooses to repeat it at another play session a) recognize his strong desire to do what he did, and, b) always without exception, end the session immediately. Your purpose is, not to prevent the behavior, but to allow him to make the choice and to experience the consequences.

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Some things your child does which are not prohibited may be distasteful or worrisome to you. Bring them up in the workshop, but don't prohibit them in the play sessions.

Discourage your child from leaving the playroom during play sessions by having him go to the bathroom before you start.

6. Children's Reactions - This can be a very rewarding experience for both parent and child. Some children move quickly in a direction opposite to the way they have been behaving; some at first behave like themselves but in an exaggerated or more forceful manner. Some become very aggressive, some very quiet, some may resort to very babylike behavior, some like to order the parent around, taking complete control of the situation. Some of the children are unable to express their feelings in the beginning. Some, at first, act as though they have only negative feelings. Others may want you to make decisions, they may do things just to please you because you are spending this time alone with them. Try to reflect all of these feelings as they occur, rather than to give explanations or to make the choices for the child. You should learn a great deal about how your child feels at times toward his family and/or himself. You probably will also learn more about your own feelings towards your child.

Adapted by Santilli from Guerney, 1969.

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Appendix VI

PARENT COMMUNICATION WORKSHOP

TOYS NEEDED FOR HOME PLAY SESSIONS

I These toys will be lent to you by the Child Study Center

1. family of dolls (5)
2. family of puppets (5)
3. inflatable Bop Bag
4. fox puppet

II These toys are to be purchased by each family If there is a financial problem involved in obtaining them please speak to Mrs. Santilli. Most things can be found in 5 & 10s

1. plastic dart gun and darts
2. rubber knife
3. plastic baby bottle - juice size
4. 8½ x 11 inch pad - without lines
5. small box of crayons - 15¢
6. plastic doll house - furniture for bathroom, living room, bedroom and kitchen (Toilet lid should open)
7. non-hardening clay - 1 lb.
8. small tinker toy set - $1 (optional)
9. package of play money - 29¢
10. set of dinosaurs, about 10
11. two plastic telephones
12. playing cards
13. a few doll cups and saucers
14. small plastic cowboys, soldiers, and indians
15. toy tank - 39¢
16. an 8 ft. length of rope

III. You will need a doll house which you can make: cut a 2 x 3 ft. cardboard box down to 3 4 inches in height Using a magic marker or crayon draw lines dividing house into four rooms.

Please keep these toys together in the box-house and use them for parent-child play sessions only

Parents will each need a notebook in which to keep a record of play sessions.

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Appendix VII

Adult-Child Empathy Scale[1]

The degree to which the adult is sensitive to the child's current feelings and his ability to express this understanding in words which are suited to the child.

Level 1. The adult pays no attention to even the most obvious feelings of the child.

The adult may be bored or not interested. Or, he may be expressing ideas that he has already made up in his own mind which totally shut out what the child is saying. He may ignore the child or be critical or disparaging of him.

The adult either does not respond to the child or responds critically.

Level 2. The adult subtracts noticeably from the child's feelings.

The adult may show some awareness of the child's obvious surface feelings, but what he says drains off some of the feeling and mixes up the meaning. The adult may express his own ideas about what is going on but these do not fit with the expressions of the child. The adult may understand the child's words, but not his feelings.

The adult responds to what the child is doing or saying, not feeling. He reflects the content of the play or play related activities in a positive way.

Level 3. The adult's expression matches the expression of the child.

The expressions of the adult in response to the expressed feelings of the child, in words and/or play or another form of non-verbal communication, are essentially interchangeable with those of the child in that they express essentially the same affect and meaning. The adult verbalizes or acts out vocally or somehow communicates the equivalent of what the child has expressed, both as to content and affect.

The adult responds with accurate understanding of the surface feelings of the child but may not respond to or may misinterpret the deeper feelings.

Level 4. The adult adds noticeably to the child's expressions.

The responses of the adult add noticeably to the expressions of the child in words, and/or play or another form of non-verbal communication in such a way as to express feelings at a level deeper than the child was able to express himself. The adult verbalizes, or acts out vocally or in some way communicates more than the child has expressed. The adult's responses and deeper awareness of feeling and meaning to the expressions of the child.

Level 5. The adult adds very much to the child's expressions.

The adult's responses add significantly to the feeling and meaning of the expressions of the child in words and/or play or another form of non-verbal expression. The adult responds with accuracy to all of the child's deeper as well as surface feelings. He is thoroughly "together" or "tuned in" on the child's wavelength.

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1. Adopted from "Empathic Understanding in Interpersonal Process: A Scale for Measurement" developed by Robert Carkhuff (Carkhuff, R.R., Helping and Human Relations, Volume I. New York: Holt, Rinehart and Winston, 1969, pp. 174-5.

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Appendix VIII

UNCONDITIONAL RESPECT OF ADULT TOWARD CHILD

Level 1. The adult shows disrespect for the child.
The adult communicates to the child that the child's feelings and experiences are not worth considering. Or, the adult communicates to the child that the child is not able to act constructively, to decide and do what is best for himself. The adult may become the only judge of what is best. He may criticize or ridicule the child. He may take over and tell the child what to do. He may talk down to the child. He may control the situation through questions. He may show active dislike of the child. In many ways, then, the adult communicates a total disrespect for this child.

Level 2. The adult shows no respect or liking for the child.
While the adult shows no active disrespect, the adult may seem bored or uninterested. The adult may respond mechanically or passively or ignore the child. The adult shows no fear interest in the child's feelings, experiences and potentials. He does not appreciate the individuality and specialness of this child. He shows no liking of this child or enjoyment of being with him.

Level 3. The adult shows interest or liking only when the child does certain things
The adult leads the way, but shows interest in the child if the child follows. The adult's interest in and acceptance of the child depends on the child's acceptable behavior.

Level 4. The adult shows some respect for the child's independence.
The adult is open to let the child express himself and choose for himself. He shows interest in the child's ideas, feelings, and decisions. He lets the child lead the way in the interaction while the adult follows with some interest. There is little active enjoyment of being with this child, of liking him.

Level 5. The adult clearly shows deep respect, caring for, and enjoyment of the child.
The adult shows that he values the child as an individual who is free to be himself. The adult clearly shows liking for the child. The adult obviously enjoys being with this child. The adult noticeably appreciates the child's specialness and individuality and really respects the child's ideas and abilities. The adult encourages the child to lead the way and the adult follows with lively interest. The adult's acceptance of the child is unconditional, there are no strings attached. The adult's acceptance of the child does not depend on the child's acceptable behavior.

In summary, the adult shows a very deep caring for the child and a real enjoyment of him.

Adapted by Bierman from Carkhuff, 1969.

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Appendix IX

CHILD SELF-EXPRESSIVENESS SCALE

This scale attempts to measure the degree to which a child verbally expresses his feelings, attitudes and inner reactions during therapeutic interviews or play therapy. The stages of self-expression contain the following elements, which you will be asked to keep in mind while you are rating.

They are listed in order of importance.

1. Affect - The degree to which personal feelings and inner reactions are expressed at the time they are felt - ranging from no feelings expressed to deep feelings expressed freely.

2. Content - Child's speech - ranging from the mechanical and superficial to meaningful.

3. Interaction With Therapist - Ranging from complete ignoring of the therapist to meaningful fluid communication.

4. Duration - Verbal and non-verbal responses - ranging from a minimum to uninhibited expression.

You will be asked to rate each segment according to the following stages. Please choose a stage which is your model impression of each segment.

STAGE 1

Verbalization (or any kind of response, etc.) is at a minimum. Modally there is little response to the therapist or environment.

STAGE 2

Some responses, such as: talking about external objects or events. Content is expressed in a mechanical "matter of fact" manner. No affect or feelings are communicated either verbally or in a spontaneous way, such as joyful shouting and laughter. Child may reject the responses of the therapist by contradicting him or by changing the subject.

STAGE 3

Some feelings and attitudes are expressed verbally, or in some other manner, (such as shouting, groaning, hitting, banging, or throwing things) but are ambiguous to meaning. Content is still bound to external events and objects. Child interacts with therapist in a positive way (accepting ideas, comments, suggestions), but is still somewhat inhibited in expression of specific feelings, attitudes, and emotions. Minimal level of effective interaction and expression.

Morris 1969.

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STAGE 4

Feelings and attitudes are more freely expressed, but are symbolically projected through play objects. The child does not reveal that they are his own feelings, (e.g. the child makes dolls jump on each other and cry "ouch" or has a toy dog that "just likes to play" with the therapist's toy dog.) The child may also express personal emotion and feelings directed towards environmental objects.

STAGE 5

Clear spontaneous expression of "self" to the therapist, expressed in the first person. There is indication of "owned" feelings, directly expressed, about feelings and emotions ongoing at the time. ("It really makes me mad just to think about it!", or "Boy, I'm really having fun with you"). This spontaneous expression may be combined with non-verbal responses (laughter, crying, hitting) as long as the specificity of the response is clear and direct. Talk is personally relevant and meaningful to child and therapist.

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Appendix I

Scale 1

Empathic Understanding in Interpersonal Processes. III[1]

A Scale for Measurement

Level 1

The verbal and behavioral expressions of the helper either do not attend to or detract significantly from the verbal and behavioral expressions of the helpee(s) in that they communicate significantly less of the helpee's feelings and experiences than the helpee has communicated himself.

Example: The helper communicates no awareness of even the most obvious, expressed surface feelings of the second person. The helper may be bored or disinterested or simply operating from a preconceived frame of reference which totally excludes that of the helpee(s).

In summary, the helper does everything but express that he is listening, understanding or being sensitive to even the most obvious feelings of the helpee in such a way as to detract significantly from the communications of the helpee.

Level 2

While the helper responds to the expressed feelings of the helpee(s), he does so in such a way that he subtracts noticeable affect from the communications of the helpee.

Example: The helper may communicate some awareness of obvious surface feelings of the helpee but his communications drain off a level of the affect and distort the level of meaning. The helper may communicate his own ideas of what may be going on but these are not congruent with the expressions of the helpee.

In summary, the helper tends to respond to other than what the helpee is expressing or indicating.

Level 3

The expressions of the helper in response to the expressions of the helpee(s) are essentially interchangeable with those of the helpee in that they express essentially the same affect and meaning.

Example: The helper responds with accurate understanding of the surface feelings of the helpee but may not respond to or may misinterpret the deeper feelings.

In summary, the helper is responding so as to neither subtract from nor add to the expressions of the helpee; but he does not respond accurately to how that person really feels beneath the surface feelings, he indicates a willingness and openness to do so. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4

The responses of the helper add noticeably to the expressions of the helpee(s) in such a way as to express feelings a level deeper than the helpee was able to express himself.

Example: The helper communicates his understanding of the expressions of the helpee at a level deeper than they were expressed, and thus enables the helpee to experience and/or express feelings which he was unable to express previously.

In summary, the helper's responses add deeper feeling and meaning to the expressions of the helpee.

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Level 5

The helper's responses add significantly to the feeling and meaning of the expressions of the helpee(s) in such a way as to (1) accurately express feelings levels below what the person himself was able to express or (2) in the event of ongoing deep self-exploration on the helpee's part to be fully with him in his deepest moments.

Example: The helper responds with accuracy to all of the person's deeper as well as surface feelings. He is "together" with the helpee or "tuned in" on his wavelength. The helper and the other person might proceed together to explore previously unexplored areas of human existence.

In summary, the helper is responding with a full awareness of who the other person is and a comprehensive and accurate empathic understanding of his most deep feelings.

1. The present scale is a revision derived from earlier versions of empathy scales (Carkhuff, 1968; Carkhuff and Berenson, 1967; Truax and Carkhuff, 1966).

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Appendix XI

Immediacy of Experiencing and Exploration

Form I-R

Level 1

The helpee does not discuss any material which is relevant either to him or to his relationship with the helper. He is primarily engaged in telling a story where neither he nor the helper are directly used as points of reference. The helpee avoids any direct expressions of feelings that would lead him to reveal himself to the helper. The manner of expression tends to be matter of fact or have a rehearsed quality.

Level 2

The helpee relates the story being told to himself or to the helper but does so only to clarify the story. He simply discusses the material without exploring the significance or the meaning of the material. Any emotions mentioned are described as part of the story, not the helpee or helper, and are not elaborated beyond the level of pure description. There is no personal "ownership" of a reaction to the story. The manner of expression tends to be mechanical and remote - or if aroused, will remain constant throughout and not be referred to directly.

Level 3

The helpee is primarily involved in telling a story relevant to himself or to his relationship to the helper but he does so rigidly or mechanically. He goes beyond the story at times to make parenthetical comments about his feelings, reactions and responses, but these associations are based on non-immediate events only. Such comments can be an account of his feelings about the story, his feelings at the time of the event described, or comments about the personal significance of the event to him. The helpee's focus is upon telling his story "better" or elaborating on it, but he does not use the story to show what he or the helper is like as a person.

Level 4

The helpee is clearly discussing material which is relevant to him or to his relationship to the helper. He is aware of his feelings and reactions and is able to express them directly. His expressions are spontaneous, involved and with emotional proximity. The helpee is expressing what he or the helper is like as a person. If he is principally talking about the helper, he also must express aspects of himself - his feelings, concerns, needs, etc. - in order to rate a four. He is not, however, engaged in a struggle to explore himself or his relationship to the helper, nor is he using his feelings as a basis for understanding.

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Level 5

The helpee is now using his feelings in a struggle to explore himself or his relationship with the helper. He is actively and spontaneously engaged in a probing to newly discover feelings, experiences, and meanings. For example: he may start with his feelings in a given area and work to understand these feelings, to differentiate them or to understand how and in what situations they arise. This may be a fearful, difficult process for the helpee. and the expression of this is sufficient to rate five.

Level 6

The helpee is clearly examining the significance of his or the helper's feelings and is able to arrive at conclusions about them or to use them as the point of departure for further exploration. The helpee is able to use the results of exploration in specific areas to arrive at deeper and more comprehensive understanding.

Level 7

Thehelpee does not need a narrative as a point of departure. He can travel freely among feelings and understand them quickly. He has no difficulty tying together what he is feeling and presents a clear picture of what is - their words and actions.

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Appendix XII

RULES

Attending

1. Relax. Inhale and exhale deeply.

2. Stop thinking about anything else. Turn your attention away from your personal concerns. Don't think about what you're going to say to the other or do for him.

3. Just pay attention to the helpee. Physically lean in toward him. Make yourself receptive, open, ready to take him in.

4. Open yourself up for responding. Unfold your hands and arms, uncross your legs, unclench your teeth, uncover your mouth, part your lips.

5. Listen quietly. Really try to know and feel what its like to be the helpee at this moment. Let him in under your skin.

Empathic Responding

Some do's

1. Verbally respond to the helpee's expression without introducing anything new. You may need to start by simple repeating his last words.

2. Point your words toward the feeling side of the helpee's words.

3. Give the helpee back at least the feeling and meaning he gave you.

4. Use a tone of voice and hand gestures which show the quality of feeling the other is expressing and the <u>strength</u> of that feeling.

5. Begin with the words "You feel..."

Some don'ts

1. No questions

2. No advice

3. No explaining the problem away

4. No conning out of hurtful feelings

5. No responding about a third person or about the situation, only about the helpee's feelings.

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Appendix XIII

The Communication of Respect in Interpersonal Processes. II

A Scale for Measurement[1]

Robert R. Carkhuff
State University of New York at Buffalo

Level 1
The verbal and behavioral expressions of the first person communicate a clear lack of respect (or negative regard) for the second person(s).
Example: The first person communicates to the second person that the second person's feelings and experiences are not worthy of consideration or that the second person is not capable of acting constructively. The first person may become the sole focus of evaluation.
In summary, in many ways the first person communicates a total lack of respect for the feelings, experiences and potentials of the second person.

Level 2
The first person responds to the second person in such a way as to communicate little respect for the feelings and experiences and potentials of the second person.
Example: The first person may respond mechanically or passively or ignore many of the feelings of the second person.
In summary, in many ways the first person displays a lack of respect or concern for the second person's feelings, experiences and potentials.

Level 3
The first person communicates a positive respect and concern for the second person's feelings, experiences and potentials.
Example: The first person communicates respect and concern for the second person's ability to express himself and to deal constructively with his life situation.
In summary, in many ways the first person communicates that who the second person is and what he does matters to the first person. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4
The facilitator clearly communicates a very deep respect and concern for the second person.
Example: The facilitator's responses enables the second person to feel free to be himself and to experience being valued as an individual.
In summary, the facilitator communicates a very deep caring for the feelings, experiences and potentials of the second person.

Level 5
The facilitator communicates the very deepest respect for the second person's worth as a person and his potentials as a free individual.
Example: The facilitator cares very deeply for the human potentials of the second person.
In summary, the facilitator is committed to the value of the other person as a human being.

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[1]The present scale, "Respect or Positive Regard in Interpersonal Processes," has been derived in part from "A tentative scale for the measurement of unconditional positive regard" by C. B. Truax which has been validated in extensive process and outcome research on counseling and psychotherapy (summarized in Truax and Carkhuff, 1967) and in part from an earlier version which has been validated in extensive process and outcome research on counseling and psychotherapy (summarized in Carkhuff and Berenson, 1967). In addition, similar measures of similar constructs have received extensive support in the literature of counseling and therapy and education. The present scale was written to apply to all interpersonal processes and represents a systematic attempt to reduce the ambiguity and increase the reliability of the scale. In the process many important delineations and additions have been made. For comparative purposes, the levels of the present scale are approximately equal to the stages of both the earlier scales, although the systematic emphasis upon the positive regard rather than upon unconditionality represents a pronounced divergence of emphasis and the systematic deemphasis of concern for advice-giving and directionality, both of which may or may not communicate high levels as well as low levels of respect.

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Appendix XIV

PERSONAL INTERACTION MANUAL

Experimental Form 4

Ralph Bierman

University of Waterloo

Waterloo, Ontario, March, 1970

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As you examine the Personal Interaction Coding Inventory (Bierman, 1969), you will likely find that more than one category "fits" you. You may be some ways with certain people. Other ways of relating may come out with other people. We swing around the circle. We oscillate between different ways of relating and may be capable of the full circle. We may have within us all of the modes of relating--the killing, the distancing, as well as the more loving; the active and the passive.

Yet, we are more fully developed in some ways. Certain ways are stronger in our hierarchy of interaction modes. We relate to ourselves and to the significant people in our lives in a few characteristic ways much more often than in other ways. For one thing, our culture fosters much relating of type A (to get things done) and of type E (for social and professional relations). The key issue is where we tend to swing most of the time. This makes the difference. Which sector do you tend to sweep, even though you could sweep the whole spectrum?

It is possible to enact our characteristic individual ways, as well as to build new ways, by following concrete interaction rules which are spelled out for each section. It is also possible to generate group interaction systems by having two or three persons play various combinations of rules (Satir, 1967; Zweben & Miller, 1968). For example, different kinds of family systems can be generated. Three "closed systems" which stunt individual growth and promote the members' being "dead to themselves" are the "rescue system," the "coalition system," and the "lethal system" (Satir, 1967; Sweben & Miller, 1968). In the "rescue system," one member follows the rules for sector B or C to always blame and attack; a second member, following E, always placates, agrees, submits; and, the third member, the rescuer, follows D by changing the subject to irrelevancies. In "coalition systems," two people always disagree (sector B and C) while the third person agrees (sector E); or, two agree (sector E) while the third disagrees (B and C). In "lethal systems," everyone agrees with everyone else (all play E).

Vastly different are the open or vitalizing systems. In "facilitative systems," participants neither agree nor disagree. Instead of attacking or submitting, a person who is stewing over something explores his experience of the problem, how his own feelings relate to the problem and he explores resolutions of the problem in terms of changes in his ways of relating. Instead of agreeing or disagreeing, the facilitator offers help by conveying respect for the other's individuality as well as by communicating accurate empathic understanding of the other's experience. At the minimally facilitative level (F), the helper is an alter-ego, seeing the world through the other's eyes, conveying his acceptance of and interest in the other, but otherwise not actively revealing his self. In more actively vitalizing, encountering systems (G and H), the helper both: (a) anticipates and deepens the other's expressions, intensifying the immediacy and expressiveness of the interaction; and he (b) constructively discloses his subjective experience to open new doors for exploration and encounter.

It is possible to readily enact the closed systems. These require little more than: (a) assignment of roles; (b) reading of interaction rules by each member; and, (c) assignment of a task for the group to carry out, such as "Plan something you can do together as a family," or "Discuss a significant family problem," or "Discuss your problem child with the school psychologist." It is often necessary for a group leader or a coach to help participants stick rigidly to

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their assigned roles in a given interaction.

> Of course, it is of great importance that the family discuss their feelings and thoughts and reactions during and/or after the game. Strong emphasis is placed on "gut feelings," i.e., the physical body reactions to the role being played. For example, when an individual must always agree, he may experience body tenseness, tight stomach, deep anger, etc. One who "always disagrees" may experience body heat, shaking, and headache. The "irrelevant one" may feel "crazy as a loon." (Satir, 1967, p. 187).

While the closed systems are dismayingly easy to enact, being pretty well developed in our interaction repertoires, the open systems require engagement in an intensive interpersonal learning process. They require a facilitative leader who himself can model and gradually build the new behaviors. For they are typically very new, running counter to a lifetime and a culture of closed system functioning.

By enacting the full sequence of systems, you can freshly experience your own strongest ways of relating or the nature of your present family system. You can also sense new ways of relating. You can directly experience not only where you usually <u>are</u> but where you can <u>go toward</u>, where you can more fully be.

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Sector A

REASON WITH AND PROGRAM THE OTHER

Respond to all statements in a logical, objective, reasoning way. Rationalize feelings away.

I. Reaction to the other's Disclosures and Direction of the Interaction.

Excerpt from a dyadic helping interview in which the woman helpee is discussing her overweight.

Helper: You can make 10 pound celebrations and, uh, things like this, where you go out and dance. If you can give lots of pleasure to it, I think you'll stand a better chance.

Helpee: Yeah, that's a good idea, that one, like 10 pounds celebration, or a 15 pound, but it wouldn't be dinner! (laughs)

Helper: (seriously, ignoring the humor) Obviously!

Helpee: I don't know what kind of celebration. We don't dance.

Helper: go do....What do you do?

Helpee: Nothing!

Helper: Nothing. I think you should find something to do.

Helpee: We do nothing! He has the car club and I've got nothing.

Helper: Uh huh.

Helpee: I stay home -- We don't even go to a show!

Helper: Um hum. Well, there's something you could do anyway, go to a show, or go to a drive-in or uh ...

Helpee: I know what would be something nice -- of course we'd never get to it, like Watkins Glen.

Helper: Uh huh. Now that'd be something, and he'd really be rootin for you too and he'd be giving you a pat on the back because he'd get out to go to Watkins Glen for the races (chuckles).

Helpee: Yeah. We never go. (mournfully)
I used to go roller skating an awful lot. People are trying now to get me to go roller skating. That is good exercise. But I'm not going to go up there! And Lounce around!

Helper: Yeah (perfunctory). I'd like to sort of tell you what I feel about

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exercising. I think it'll help keep you in tone but, I remember reading up on it, and I think if you ran a mile or walked a mile you lose something like an ounce (Helpee chuckles). So the real secret as far as I'm concerned, the way I look at it, is just you gotta cut down on the food and lose that way. The exercise is nice to keep you in tone but really, I personally don't think, that's not the way you're gonna lose your weight. Not in the long run.

Helpee: No, but at the same time, you could be doing both.

Helper: Oh, yeah, especially if it's giving you pleasure, well that's another thing. But the only way of losing weight, that's, uh you know... It'll perhaps make what you have look better. In other words, it'll if it's toned up, it's always going to look better than if it's flabby.

Helpee: Yeah (perfunctory).

Helper: Would you want to figure out something like that? In fact, I got, I've got a book in there....

Example from a dyadic helping interview:

Helper: But gee, you did the opposite, you smiled and you felt good about it. And, geez, I felt good. I think this is the kind of thing that can happen between you and she. If you act the way you feel.

Helpee: I think people do that all the time, they act the way they feel.

Helper: Do you?

Helpee: Uh, yeah.

Helper: You act angry.

Helpee: Pardon?

Helper: You act angry.

Helpee: Yes.

Helper: And there's more feelings than anger.

Helpee: Yes. I know when I was feeling down in the dumps, I acted that way.

Helper: Yeah, you act depressed and sad.

Helpee: I could hardly be interested in anything.

Helper: Yeah, that's lousy company to be with people. And its hard for somebody like your girlfriend to stick with you when you're that way.

Helpee: Yes.

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Helper: Maybe now you have some idea of why it happens and what it's like when it does. I don't know. Maybe you can prevent it a bit better. Could you?

Helpee: Possibly, yes.

Helper: Do you know why it happens? The kind of things that lead to it?

Helpee: Well, being depressed and that, and expecting the worst I think is a big, is the number one.

Helper: Yeah. 'Things are gonna be miserable for me or I'm not gonna get what I want or I'm gonna fail.'

Helpee: Yes.

Helper: Do you have any reason to feel depressed between now and April?

Helpee: No.

Helper: No. So almost from now till then, you could almost be optimistic, hmm? ....

Example from a marital interaction:

She (crying): It's carrying through into my other relationships with people. I feel so stupid, ridiculously stupid. I walk around with a really bad inferiority complex. I feel that if I do say something that I feel is wrong, I think I shouldn't have said that, people are thinking I'm crazy and I'm an idiot.

He: But how come when I say "you did the right thing," you still feel like that?

She: Because I feel insecure now, about everything.

He: This is nothing new. Look -- I told you to tell those girls to go to hell at least eight times in the last two weeks over that party. Now not once have you told any of them to go to hell.

II. Self-disclosure.

"To my trained ear, what's really bothering you..."

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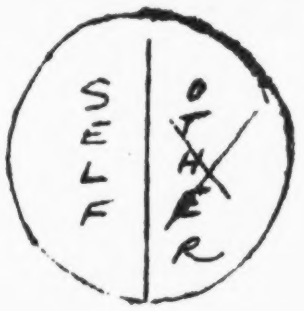
Sector B

CLOBBER

Respond to all statements in an openly assaultive way. Always angrily insult the other, inflicting as much pain and punishment as possible. Eliminate the other as a distinct being, as a person of worth in his own right.

Diagrammatically



eliminate the other

You Essentially Communicate

"You are always wrong, bad, sick, crazy or stupid."

Reactions to the Other & Self Disclosure

Be a hawk. Actively seek to injure, hurt, destroy. Wildly flail away with low blows, throwing everything possible in as a weapon. Throw all your built up hurts at the other. Drag the totally irrelevant past into the fight. Shoot off nuclear cannons even when a cap-gun would do. (Adapted from Bach & Wyden, 1969).

He: Why were you late?

She: I tried my best.

He: Yeah? You and who else? Your mother is never on time either.

She: That's got nothing to do with it.

He: The hell it doesn't. You're just as sloppy as she is.

She: (getting louder) You don't say! Who's picking whose dirty underwear off the floor every morning?

He: (sarcastic but controlled) I happen to go to work. What have you got to do all day?

She: (shouting) I'm trying to get along on the money you don't make, that's what.

He: (turning away from her) Why should I knock myself out for an ungrateful bitch like you?

(from Bach & Wyden, 1969, p. 3).

He: You're just a bitch, like your mother.

She: You think you're such a he man. Well, I'll let you in on a secret. You know, I never come. I fake it.

Direction of the Interaction

"Let's burn it all down."

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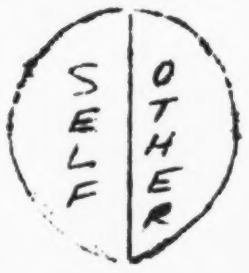
Sector C

INDIRECTLY ATTACK

Respond to all statements in a covertly assaultive way.

Diagrammatically



belittle the other

You Essentially Communicate

"I am righteous. You don't measure up. You are less of a person."

Responses to the Other's Disclosures

Ignoring

Cursory withdrawal of attention by, for example, gazing out the window or glancing through a magazine while the other talks, bored yawning, etc.

Total withdrawal of attention by, for example, leaving the room or falling asleep while the other talks.

Indirect Blaming

1. Questions or requests aimed at getting the other person to admit to wrong doing, or questions in which the other person is asked why he did something wrong.

2. Lecturing, moralizing, explaining the necessity for correct behavior by emphasizing general principles and long range consequences.

3. Self-justification, involving excuses or reasons for behavior that person is being blamed for.

Example:

Father: Do you feel I was justified in giving you a good scolding and whack for the shape the house was in in the hour we were gone? (Indirect Blame, category 1).

Son: Well, sort of, but Betty and Tommy, they did some of it, too (Self-justification, a form of Indirect Blame).

Father: Well, I figured you were the oldest, you were in charge, you should be able to control'em without pounding 'em around.

Son: Well, that Tommy, I tried to watch T. V. and he'd just jump on me and I'd hit him and tell him to sid in his seat and he wouldn't and he'd keep doing it. After I hit him he'd pick up them orange peels and he'd start throwing 'em at me ... (Self-justification, a form of Indirect Blame)

(From Martin, 1967, p. 32).

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"Do you think you're being proper?" or "appropriate" or "professional" or "realistic."

Example of mutual blaming between husband and wife:

He: The only thing I'm complaining about is the fact that when I'm home, every night, when I'm home, except maybe on occasion, I always put Maxine to bed. You'll say your hands are full, you're very tired, "Okay Tom put Maxine to bed." It's just the feeling I get that you want to avoid the responsibility of putting the kid to bed.

She (crying): I just take it for granted that a man would come home and, with three small children, he'd try to help.

Example from a child guidance interview in which the father is resisting the school's pressure.

Father: Well, I can't quite get what you're driving at. I would say that I, if you mean -- Do I usually react negatively when somebody, when I'm supposed to do something, or when I'm presented with a situation where people want you to go along in a certain pattern or something like that, do I usually react negatively or have I reacted negatively ...

Clinician: Um hum.

Father: I would think that I am probably no willing to go along readily with uh, with situations just because they are presented to me. I more or less try to do what I want to do in light of my own set of circumstances. Just because a thing is presented to me, I don't automatically say 'Fine, that's what I'm gonna do.' No. I'm more of a loner as far as this type of thing. I would do what I want to do usually.

Clinician: I'm not sure that I was expressing myself quite clearly in what I was trying to bring out. Do you find yourself becoming angry about things often? Where you feel upset about it inside. You know, angry about what's going on. You were very angry about this whole school thing.

Father: I, I can't say, really, if I'm angry. I, I react strongly to things. I, I've got a loud way of expressing myself. I have a temper. I don't feel that I really get angry where I hold a grudge and so on like that, I'm more explosive and then it goes.

(later)

Clinician: The way you look at it, you don't see it quite as anger, you see it more in terms of expressing yourself. But you do have a lot of feelings about it. But what I'm kind of asking you too is perhaps the reaction that other people get. Mrs. K, have you noticed whether your husband seems to get angry about things? Something that's going on at work or in the neighborhood or in other types of areas .... Could you give me some examples?

Example

She: I really didn't think that I was an ogre, but that you felt I was an ogre,

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and I feel very bad about being understood that way.

He: You felt that in the past you were always a paragon of virtue.

Self Disclosure

Cool, distancing behavior: speaking in a drab, cold voice, icy and unrelieved even by hurtful violence.

Suffering and shaming: "How can you say that; after all I've sacrificed for you!" "Why do you always ask me to suggest a place to go, you never make any suggestions yourself." "You are just the type of person who would want to go to the beach when I have such a splitting headache." "You never have my supper ready on time like other wives do for their husbands." "If you weren't so busy at the office, we could have sex more often." (Adapted from Satir, 1967; Zweben & Miller, 1968).

Direction

"Why don't you act your age!" "Can't you be more professional!" "If you'd stand up like a man instead of ..."

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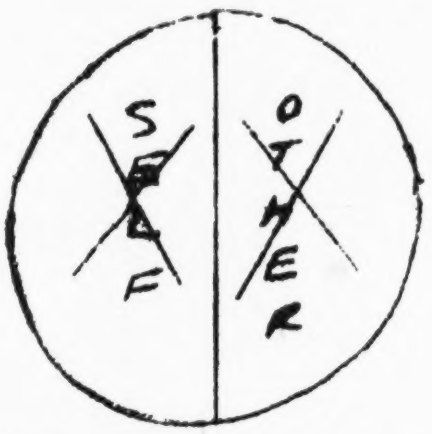
Sector D

BE IRRELEVANT, CHANGE THE SUBJECT

Disrupt all significant transactions by being irrelevant, changing the subject, or by diverting attention through non-verbal means. Make it impossible for yourself and the others to openly negotiate differences.

Diagrammatically



eliminate both self and other

You Essentially Communicate

"I have no hope of us ever getting together in a mutually satisfying way, so let's keep it cool."

Examples

In response to a request to plan for a weekend vacation, you might say: "Where is the lawn mower?" "Have you seen my glasses?" "What a nice new dress." "I wonder if mother has gotten away this year." (Adapted from Satir, 1967; Zweben & Miller, 1968)

As a Helper

Analyze away the other's feelings. Divert attention from the here and now. Turn away, to the past or to consider explanatory causes ("Why..."). Drain off feelings. Fragment, analyze experiences into components. Remain detached. Broaden the other's actions and feelings into personality traits. e.g., "dependency," "hostility," "mother-fixated."

"Does that remind you of anything" "I wonder why you brought that up?"

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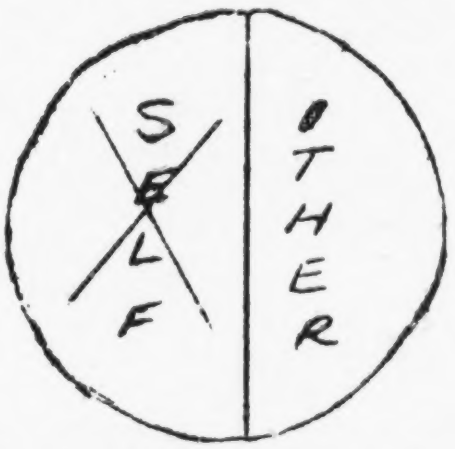
Sector E

AGREE, PLACATE, REASSURE

No matter what you think or feel, try to tailor yourself to fit the others at all costs. Always agree. Accommodate. Actively evade fighting. Smile away the angers.

Diagrammatically



eliminate yourself

You Essentially Communicate

"I am always wrong, bad, sick, crazy, or stupid. You are always right, good, healthy, sane, or bright."

Examples

"Anything you would like to do, dear." "I'm just not very good at those things, please tell me how." "Let's not get upset about it; I'm sure we can find something we'd all like to do." "Of course I'll manage to do those errands for you; I have my whole lunch hour free." (Adapted from Satir, 1967; Zweben & Miller, 1968).
Make chit-chat: "What did you do today?" "What's on T. V.?" "What's for dinner?"

He: Whatever you would like.

She: Anything special you want to do?

He: Oh, I don't know.

As a Helper

Make light sociable conversation. Ask interested questions about details, nod a lot, show your agreement. Summarize the content of what the other said, avoid the feelings. If any strong feelings arise, give reassurance and support, diluting the feelings, "It must feel really rewarding to know that you've done a good job at raising your family." "You don't have to worry. In this office you can say what you want. It's just between you and me."

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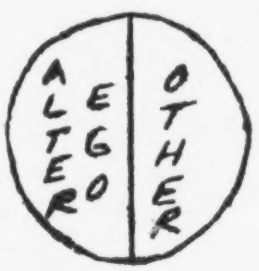
Sector F

EMPATHIZE

As a helper, show your respect for the other person as a separate human being and show that you understand how the other feels about what he is telling you. Neither agree no disagree but communicate sensitive understanding of the other's feelings. Sense the other's world from his own point of view as if it were your own.

Diagrammatically



reflect the other

You Essentially Communicate

"What you feel is significant. I want to know your full present and changing awareness. I am reaching out to receive your meaning. I am with you."

Examples

"You feel torn about him -- you admire him and want to get closer but you also resent him." "Your insides are churning." "It's so exciting to be on your way! You're flying high!"

I. EMPATHY.

Empathy Scale

The degree to which the helper is sensitive to the helpee's current feelings and his ability to express this understanding in words which are suited to the helpee.

Level 1. The helper pays no attention to even the most obvious feelings of the other person.

The helper may be bored or not interested. Or, he may be expressing ideas that he has already made up in his own mind which totally shut out what the helpee is saying.

Level 2. The helper subtracts noticeably from the other's feelings.

The helper may show some awareness of the other's obvious surface feelings but what he says drains off some of the feeling and mixes up the meaning. The helper may express his own ideas about what is going on but these do not fit with the expressions of the other person. The helper may understand the other's words, but not his feelings.

Level 3. The helper's expression matches the expression of the other person.

The helper expresses essentially the same feelings and meanings that the helpee expressed. The helpee could have said just what the helper said without

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changing any of his feeling and meaning.

The helper shows accurate understanding of the surface feelings of the other person. The helper matches the outwardly expressed feeling side of the helpee's words. But the helper may not respond to or he may misunderstand the helpee's deeper feelings.

Level 4. The helper adds noticeably to the other's expressions.

The helper expresses the inward side of the helpee's feelings, anticipating what else the helpee has there now. The helper brings forward immediate feelings which the helpee has not been able to put into words for himself.

Level 5. The helper adds very much to the other's expressions. He is "together" with the other or "tuned in" on his wave length, picking up the other's most deep feelings. The helper carries forward what is at the edge of the helpee's awareness in the immediate moment, putting into words that which the helpee is only vaguely in touch with.

(Adapted from Carkhuff, 1969)

Some do's. Give your attention to the other. (1) Give your attention with your eyes: Look at the other. With a small child, meet the child at his eye level by, for example, sitting on a low stool or on the floor.

(2) Give your attention with your body: physically lean in toward the other. Drop your bodily barriers: unfold your hands and arms, uncross your legs, unclench your teeth, uncover your mouth, part your lips.

(3) Give your attention with your ears. Listen quietly for a minute.

(4) Give your attention with your thoughts: stop thinking of anything else. Think only of the other person, of sensing what it's like to be him at the moment. It is best not to try to be logical and consistent. Stop yourself from trying to fit together a unified organized description of the person, where there are no contradictions. Often, in trying to help others, we try to logically puzzle out the connections between the other's feelings, problems, and life history. Let such logical analyzing thoughts pass by if they come. Keep from telling yourself about the person's pattern. Begin taking the other person in in a new, different way. Let your impressions come freely. Get an overall impression of the other person in the moment. Just sense how he is right now. Don't come to any hard and fast conclusions. Let your impressions come freely, so you will directly sense the moment-to-moment changes in him.

(5) Give your attention with your whole self: reach for feeling what it's like to be the other at this moment. Let yourself flow in under his skin. Let your bodily feel of what's going on in him come freshly forward. Let your bodily sense of him make itself felt to you, all new.

Some do's. Express your understanding of the other's present feelings.

(1) Let your words and gestures come from your bodily sense of the other. Let your feel of the other come through into your voice and let it be expressed in any other way that seems right.

(2) Begin with the words "You feel...." Point your words toward the feeling side of the other's words. With a child, reflect the childs non-verbally expressed feelings.

(3) Match, with your words and gestures, the same feelings and meanings which the other has in the immediate moment.

In working with a family, a couple or a group, make multiple identifications, recognizing the feelings and meanings which each member has.

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(4) Express the moment-to-moment changes in the other.

If you find yourself getting lost, take another moment of silence and listen again for your bodily sense of what is going on in the other right now. Let yourself sense the moment-to-moment changes in the other. He may have moved forward and you need to follow.

(5) If you find yourself blocking, focus your attention on that. Focus your attention on your blocking or your flatness or your doubting of the other or your unwillingness to go along. Ask "What is this unwillingness?" and let it come forward.

Some don'ts. (1) No questions.
(2) No advice.
(3) No explaining the problem away.
(4) No conning out of hurtful feelings.
(5) No responding about a third person or about the situation, only about the other's feelings. In working with a family or couple, no responding as if the third person isn't there.

Example from a parent-child interaction.

Son: Watch what I'm doing.

Father: You want me to pay attention to you.

Examples from play with children: "You're really knocking Popeye down hard. You want to hurt him." "The boy-doll is very angry at the Momie doll." "It feels funny and a little scarey to be here in a strange new place with a strange person."

Example

She: I really didn't think that I was an ogre, but that you felt I was an ogre, and I feel very bad about being understood that way.

He: You feel hurt by what I said.

Example from a dyadic helping interview in which the helper facilitates a man's exploration of his hurts around the news that he is unable to father any children. Note how the helper sensitively follows the helpee's meaning from moment to moment.

Helpee: ... to show everybody how much of a man I am. And now I can't have any kids!

Helper: Like you might be the laughing stock of the community.

Helpee: Yes, that's what I'm afraid of. (Pause.) It's so terribly stupid.

Helper: You think that you shouldn't be worried about something like that -- but dammit, you are!

Helpee: I am, yeah. Terribly.

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Helper: And that's you. And thats -- very hard.

Helpee: I've tried to learn as much about -- sex, reproduction, as I possibly can, so that I could sort of be a source of information. Now it seems so stupid, if I can't have kids. I don't know.

Helper: You've tried so hard to give the image of being, you know, a real big masculine man.

Helpee: Like these friends of ours. We were good friends. I guess we still are good friends. The wife was always saying how her husband's sort of an average lover. And Miriam would sort of say how great I was. And then, now they've got four kids, and we haven't got any.

Example from a dyadic helping interview with a woman helpee.

Helpee: (tears subsiding, voice getting harder) ... and she gave a whole spiel about why I shouldn't go away because, uh, you know he may not be there when I come back. And I'll be ruining my life if I go away and discover that, you know, it was the wrong thing to do, that this is really the person I wanted. (Voice breaking) And she just twisted my mind so much that I wanted to go away. I didn't feel that much for him and yet she just ...

Helper: (reflecting): "She's just done some things to me that I really really resent now. I really hate her for it."

Helpee: I do.

II. RESPECT

Unconditional Respect Scale

Level 1. The helper shows disrespect for the helpee.
The helper communicates to the helpee that the helpee's feelings and experiences are not worth considering. Or, the helper communicates to the helpee that the helpee is not able to act constructively, to decide and do what is best for himself. The helper may become the only judge of what is best. He may criticize or ridicule the helpee. He may take over and tell the helpee what to do. He may talk down to the helpee. He may control the situation through questions. He may show active dislike of the helpee. In many ways, then, the helper communicates a total disrespect for this helpee.

Level 2. The helper shows no respect or liking for the helpee.
While the helper shows no active disrespect, the helper may seem bored or uninterested. The helper may respond mechanically or passively or ignore the helpee. The helper shows no clear interest in the helpee's feelings, experiences and potentials. He does not appreciate the individuality and specialness of this helpee. He shows no liking of this helpee or enjoyment of being with him.

Level 3. The helper shows interest or liking only when the helpee does certain things. The helper leads the way, but shows interest in the helpee if the helpee follows. The helper's interest in and acceptance of the other depends on the other's acceptable behavior.

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Level 4. The helper shows some respect for the other's independence. The helper is open to let the helpee express himself and choose for himself. He shows interest in the helpee's ideas, feelings, and decisions. He lets the helpee lead the way in the interaction while the helper follows with some interest. There is little active enjoyment of being with this helpee, of liking him.

Level 5. The helper clearly shows deep respect, caring for, and enjoyment of the helpee. The helper shows that he values the other as an individual who is free to be himself. The helper clearly shows liking for the helpee. The helper obviously enjoys being with this helpee. The helper noticeably appreciates the other's specialness and individuality and really respects the other's ideas and abilities.

The helper encourages the other to lead the way and the helper follows with lively interest. The helper acceptance of the other is unconditional, there are no strings attached. The helper's acceptance of the helpee does not depend on the helpee's acceptable behavior.

In summary, the helper shows a very deep caring for the other and a real enjoyment of him.

Some do's. Express warmth and acceptance. Speak in a warm voice. Show friendship.

Show respect for the other's unique experience and interests and for his ability to do things in ways that are best for him. Especially in working with a child, you may find that the child's interests and his ways of doing things seem foolish to you. Try to suspend your critical judgements. Instead, assume for the moment that everything this person says or does has meaning from his own point of view. The child's interests often show how he is making sense of, and finding his place in, a very complicated world.

Some don'ts. (1) Don't compare the helpee with others ("everybody feels that way at sometime." "Try to do it like the other children do.")

(2) Don't talk down, teach, or sermonize as if the other doesn't know his ABC's. Don't give information except for something specific you are asked.

(3) Don't criticize.

(4) Don't direct the other into activities. In play with a child, make suggestions only when they fit into the child's play ideas, and drop them if they don't interest him.

III. DIRECTION

Direct attentionto self-experience. "I'm interested in how you feel about it."

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Helper Check List

A. Attending

1. Eye contact
2. Postural attending
3. Bodily openness
4. Initial listening
5. Impressionistic receptiveness

B. Understanding

1. Express other's feelings
2. Feelings of immediate moment
3. Feelings expressed in voice tone and gestures.
4. Concrete, here-and-now experience vs. abstract, there-and-then.
5. No questions.
6. No advice.
7. No explaining.
8. No conning
9. No externalization

C. Respect

1. Warm, friendly
2. Accepting, uncritical
3. No comparisons
4. No lecturing or sermoning
5. No direction of cther's specific activites or content

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As a Helpee

EXPLORE YOURSELF

Letting your words come from your feelings, search for better self understanding in the major problems which you are now experiencing. Get a better, closer sense of your own inner experiencing.

You Essentially Communicate
"I want to get with myself. I want to know my full present and changing experience. I want to understand the meanings of my ideas, feelings, actions."

Experiencing Scale Overview

The degree to which the helpee expresses his own feelings and reactions. How much the helpee is looking for the meaning of his thoughts, feelings, and personal happenings.

Level 1. The helpee shows nothing private about himself. He simply tells about something that happened without talking about his part in it.

Level 2. The helpee tells about something that happened and about his part in it, but does not own up to a personal reaction to the story.

Level 3. The helpee tells about something that happened and about his personal reactions to it.

Level 4. The helpee shows what he is like as a person.

Level 5. The helpee struggles to explore himself.

Level 6. The helpee is arriving at understanding of the meanings of his feelings.

Level 7. The helpee travels freely among his feelings and understands them quickly.

Experiencing Scale

The degree to which the helpee expresses his own feelings and reactions. How much the helpee is looking for the meaning of his thoughts, feelings, and personal happenings.

Level 1. The helpee shows nothing private about himself.
The helpee simply tells about some happening without talking about his part in it. The helpee may be telling a story that he is connected with in some way, but he says nothing about himself, or about his feelings, thoughts, or reactions.
If the helpee mentions himself at all, he shows nothing private or tender about himself but he only shows the public picture of his life.
The helpee's way of expressing himself tends to sound rehearsed or matter of fact.

Level 2. The helpee tells about a happening and about his part in it.
The helpee clearly talks about his part in the happening, but he concentrates on telling the story of the happening and not on telling about his

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reactions. Any comments about the story are to " get the story across" and not to tell about himself. Any feelings mentioned are described as part of the story, not as telling about himself, and the feelings are not explored or developed further than simple description. The helpee does not own up to a personal reaction to the story.

The helpee's way of expressing himself may be less mechanical and more alive than at Level 1. The helpee may seem to be emotionally aroused or involved. But his excitement will remain the same through all parts of the story and the helpee will not talk about his present feelings.

Level 3. The helpee tells about a happening and about his personal reactions to it.

The helpee concentrates on telling a story in which he also tells his personal reactions. Personal feelings are still tied completely to situations in which they came up. The helpee goes beyond the story to add his reactions, but these reactions are based on the outside happenings only. They are not told to show what he is like as a person. The helpee may tell his feelings about the story, his feelings at the time of the happenings, or the importance of the happenings to him. The helpee's main attention is upon telling his story "better" or making it fuller, but he does not use the story to show what he is like as a person.

Level 4. The helpee shows what he is like as a person.

The helpee is now clearly telling something about himself (his feelings, his picture of himself). His words are about himself. While these words may be said as part of a story, they do not tell the story better but they describe the person. Sometimes, the helpee may have a lot of trouble finding words to describe himself and the expression of this trouble alone is enough to rate him at Level 4.

There are a few different ways in which the helpee could express himself at Level 4. The helpee may give a flowing expression of many feelings. Or, the helpee may express one feeling and spend time on it to show the importance it has for his picture of himself. Or, the helpee may specifically say that he has the feelings, but that he needs help to bring them out.

The helpee is now expressing his feelings in order to tell what he is like. He is not struggling to explore deeper feelings nor is he using his feelings to reach a better understanding of himself.

Level 5. The helpee struggles to explore himself.

The helpee is now using his feelings in a struggle to find self-understanding. There are different ways in which the helpee may work at Level 5. The helpee may start with one feeling area and work to understand the different sides of the feeling or to understand how and in what situations the feelings come up. The helpee may also start with some part of his self-picture and work to understand how this came about or to clarify what this self-picture means for him. Or, the helpee may start with many situations and explore the common feelings involved.

The helpee at Level 5 is clearly exploring himself in order to arrive at self-understanding. This may be very hard for the helpee and may not be kept up. The expression of this trouble in reaching an understanding of himself is enough to rate at Level 5 as long as the helpee is able to explore his feelings or his self-image.

Level 6. The helpee is arriving at understanding of the meaning of his feelings.

The helpee reaches conclusions about the meaning of his feelings or self-picture. Or, he uses his conclusions as a take off point for more self-exploration. His understandings of himself are what links up his expressions of

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feeling or his talk about outside happenings. At Level 6 the helpee uses the results of his exploring his feelings to arrive at deeper and wider self-understanding.

Level 7. The helpee travels freely among his feelings and understands them quickly. The helpee does not start from a story of outside happenings. He travels freely between his feelings and understands them quickly. He has no trouble in tying together what he is saying and reaching a clear picture of himself. He has no trouble in understanding the meaning which his thoughts, actions, and feelings have for him. He moves easily from one inward experience to another and is able to tie them together into a personal understanding of the meaning of his living.

(Adapted from Gendlin, Tomlinson, Mathiew, & Klein. A scale for the rating of experiencing).

Some do's. (Adapted from Gendlin, 1969). 1. Think of a major personal problem. Choose a major personal problem to think about. Make sure you choose a meaningful personal problem of real importance in your life. Ask yourself, "What is really eating at me now?" Choose the thing which seems most meaningful to you, something you are working on, something you want to change or improve in yourself -- a problem, a concern, a dissatisfaction, an embarrassment, confusion in a relationship, etc.

2. Before you begin to speak, wait quietly for a while without thinking or explaining or talking "at" yourself. Keep from answering yourself or telling yourself about the problem. Let words go by if they come.

3. Freshly sense your bodily feel of the problem. Focus your attention into that area of your body where you usually feel things and let yourself feel the problem. Let your bodily feel of what's wrong come freshly forward. Let your bodily sense of the problem make itself freshly felt, all new.

4. Let your words and bodily gestures come from the feeling. Sense the sharpened feeling, the felt shift, when these just right words come. Let your feelings come through into your voice and be expressed in any other way that feels right.

5. Freshly sense how your whole problem feels. Ask: "What's the crux of it? What's the essence of it?" Wait, don't decide anything, feel it all, and let the main crux arise freshly to you from the feeling.

6. If you find yourself blocking, focus your attention on that. Feel the nature of your blocking or your flatness or your doubting or your unwillingness. Ask "What is this unwillingness?" and let the whole unwillingness come fresh. Explore that.

7. If you feel yourself getting lost, take another moment of silence and listen for what freshly comes when you ask, "What is central for me right now?" If the helper interferes, ask him to be quiet with you for a while.

8. Follow your feelings as they move forward to new levels. Take what is fresh or new in your feel..and go very easy. Just as you feel it, try to let some new words or word pictures and body gestures arise from what is fresh to you in the moment.

Some don'ts. 1. No talking about someone else's problems, or about situations or even passing concerns like the course you're taking or exams.

2. No distancing from your experience by intellectualizing, depersonalizing, generalizing.

3. No rushing on with words. Let there be silence, waiting, gently letting the words come from the feeling.

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Sector G

GENERATE IMMEDIATE EXPERIENCING

Promote the immediacy and decrease the remoteness of the other's relationship to his experiencing. Stimulate the other to generate new inner experience.

You Essentially Communicate

"The time is mine and yours to intensify our living."

As a Helper

I. Reactions to the other's disclosures.

Deepen empathy. Work at the edge of the other's focused awareness. Seek for the implicit, still unformulated present experiencing toward which the other's overt expressions point.

First match the outwardly expressed feeling side of the other's words. Then stay gently quiet for a moment. Don't tell yourself anything. Don't think. Let your bodily sense of the other person make itself freshly felt to you. When the feeling moves forward inside of you, respond again, anticipating what else he has there NOW. Point your words to the concretely felt, not yet formulated, experience the helpee has in the immediate moment. Strive to engender the other's carrying forward what else he directly and feelingly has there.

A. Recognize the inward side of the feeling, implied by the outward expression.

Example, from a communication workshop session.

Helpee: When I said he didn't want to be a little kid, I felt as though I wanted to be a little kid. I feel as though I want to escape.

Helper: I heard you say you wanted to run, but when I saw you say it, I say a gleam in your eye.

Helpee: I don't know what it is. It's really mixed up. It's a real feeling of running but it's not a desperate, it's very deliberate. I just want to say "No, don't ask me." .... I want to be a little kid, I don't know, kind of bitchy in a way.

Helper: (reflecting) "I want to be irresponsible, I don't want to perform any more,

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to measure up, to keep impressing people with my abilities. I want to be irresponsible, I want to be played with --- I want someone to take care of me."

Helpee: (cries softly).

Examples from play with children: "You like to do very hard things to show yourself and me that you are good at things. Sometimes you don't feel too good about yourself, even wonder if you can do anything right." "You're afraid Momie likes your sister better and it makes you sad, and angry at Momie."

B. Recognize the active side of the feeling.

Go beyond the helpee's experience of himself as passively victimized or as driven to act by external causes. Recognize the active feelings and response tendencies which are at the edge of the person's awareness.

Example

"It's not an it. It's something you do."

"It's such a load, caring for all these people. You're squeezed out. --- And you can't even scream."

Example

Helpee: I just spent the weekend with my parents and something very strange and disturbing happened. I feel so alone. It's like they're fading away, almost like, like, like they're dying for me.

Helper: You're killing them off in your heart.

Example from a communication workshop group session. In this helper-helpee interaction, the helpee, a girl, explores her feelings toward a girlfriend.

Helper: ... You're trying to make it empty ... There's some block there. You know you want to talk, but not now.

Helpee: Last night, a sort of crazy thing happened. I was bugging G (another girl) and one of the fellows said "What's going on?" Another guy said "S (the helpee, a girl) is in love with G (another girl)." This scared me. Uh, I had to run away from it. I feel very close to G. It is love. But to admit this is frightening.

Helper: It's okay to see it, for yourself to say it, but -- when somebody else says it ...

Helpee: Yes, I can say it to G privately, or in jest, but to have somebody say it like that, it was frightening. And then, then, I-I got hurt. Because he said "You know what we call girls like you?"

Helper: You were really pissed off at him!

Helpee: (chuckles) I wanted to really punish him. "O. K. kid! No more rides for you."

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Helper: You'd fix him.

Helpee: I guess I just didn't know what to do.

Helper: You're feeling that right now.

Helpee: I get mixed up. All confused.

Helper: So many, so many feelings inside of you, you can't hang on to one of them.

Helpee: Things are O. K. until somebody starts accusing, and - and making things dirty. Then suddenly it <u>is</u> dirty.

Helper: You're mad at him for making something that was pleasant and nice for you seem bad and rotten.

Helpee: Sort of like, you're not allowed to have feelings, you're not allowed to show these feelings because someone might say that they're dirty.

Helper: And maybe some of that's right here (i.e. ... in the group session, where the dyad is working). Talking about feelings.

Helpee: Probably. I, I don't know what to expect. And yet, right now I don't care. -- Sometimes I get to the point where I really don't care about what - what I feel or how I perceive situations. I really don't care.

Helper: You're saying that, but -- I sense that maybe you're feeling something else.

Helpee: I suddenly feel very calm. You know, what the hell! I know! I know how I feel about G! I know it isn't dirty! O. K., so I make it, but I'm not going to let you make it for <u>me</u>. I still love her.

Helper: But it's still scary. You're still shaking all over. (Helpee laughs) You'd like to make it go away.

Helpee: I guess you can make it go away.

Helper: It feels better to let it go away. --- There's anger there now.

Helpee: No. I, I guess ...

Helper: It's not just at him that you're mad. It's at yourself too, for letting him in, for letting yourself get twisted up and dirtied.

Helpee: -- It took a long time for me to realize, to sort it out. --- I woke up at five o'clock this morning and realized that, I, I <u>let</u> him make it dirty ... After I thought about it this morning, I wasn't mad at him any more. I maybe was still hurt, but I wasn't angry.

Helper: It was something more in you now.

Helpee: And I wanted to understand why I was hurt, why I couldn't take it as a joke when that's what it was meant as.

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Helper: "Why am I so sensitive?"

Helpee: And I was a bit angry with myself at that point when I realized that, yeah, I do feel close to G and I'm ashamed to show it in public. This is a bad thing to show. And I wanted to sort that out and say, "What the hell, it isn't bad" ... I feel better after having sorted it out and realizing I want to say "He did it" -- but I did it.

Helper: You're not a victim any more. "Maybe it was a mean thing to say but, shit, it really pulled on a doubt that was in me."

C. Recognize the conflicted side of the feeling, implied, for example, by expression of dislike for a situation and yet voluntarily remaining in it (Pierce and Drasgow, 1969).

Example from a communication workshop session.

Helpee: In the last little while, I've been finding myself being -- abrupt with people -- you know because when I feel that, that they're holding me back from doing work or taking up my time and, and it's sort of an up tight feeling and it makes me really angry. You know, to think that what I have to do is more important -- than people.

Helper: "I don't like this in myself. I feel so helpless, so unable to be the person I want to be, so much a victim of the pressures." ---- There's also a stronger part of you that's coming, the part that does say "No." And you're not on friendly terms with that, that part that can say "No" to people.

Helpee: Yeah, you mean the part that sets limits, yeah.

Helper: The part that sets limits. -- And it scares you, because your friends may not like you.

Helpee: That's exactly right, because as I was walking across the field this morning I was thinking that that matters so much that I can't.

Example from a communication workshop session.

Helpee: I told the therapist last night in our group that I was just as good as he was.

Helper 1: You were really feeling your oats.

Helpee: No, I -- No, I felt more like I was fighting him.

Helper 1: I feel you being scared to fight with him too. It sounds very tenuous -- I told the therapist ...

Helpee: Yeah. It was harder for me to say it. Inside I was raving, you know, but when I came up, when I came to say it, it was a different story. But I really did. Boy, some of the things I was saying, I wasn't even

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responding to what he was saying, I was just saying things ... But today for me, today it's more the scary part, the fear. But I felt strong when I said those things, very strong, and he seemed strong too, he could take it. --- Now there's some doubt there --- I wonder what I did.

Helper 2: You want to go back and find out if he's still there.

Helper 3: I have sort of a feeling that you're wondering if, when you went back, if he'd be angry with you.

Helpee: Yeah, a bit. I'm challenging him.

D. Empathize during prelonged silence.

"I see you sitting there, not talking, and I'm trying to feel how you must be feeling. I sense you're uncomfortable. Perhaps you're feeling 'Can I trust him' or maybe it's more trying to find the words to tell about the feelings inside you." "I can almost use the strength, the joy in you. Your heart is singing."

II. Self-Disclosure

Type C = D: Disclose feelings which are similar to the helpee's.

As the helpee explores, attend to similar feelings and meanings in your own personal experience. This is like being helper and helpee at the same time, yet keeping the focus on the other's exploration of himself.

Some do's. Reveal similar feelings in a way that (a) shows that you are like the other with problems and sorrows and vulnerabilities and joys; (b) reveals you as an unique individual and as an open person, a human being with intimate inner experience which can be openly shared in this relationship even though such experiences might be extremely embarrassing if told under other circumstances; (c) helps you get a better sense of, and better express, the other's inward experience putting into words deeper feelings about the experience than the helpee has been able to put into words for himself; (d) helps concretize the other's experience; and, (e) returns the focus to the helpee's continued exploration of himself by ending with for example, "...and you may have been jolted the same way" "...and I think this is a big thing for you too, to suddenly see yourself..." "...and I felt that just now when you were talking."

Some don'ts. (a) Don't shift the focus to yourself. Don't reveal yourself solely out of your own needs. (b) Don't use your experiences as a subtle way of giving advice. (c) Don't say "I felt the same way" but say how you've felt. (d) Don't try to divert the other from focusing on you.

Rating Constructive Sharing of Similar Feelings

1. Self-disclosure which shifts the focus to the helper. Or the helper actively tries to divert the other's attention from focusing upon the helper's personal life.
2. Self-disclosure which subtly advises.
3. No self-disclosure. No active evasion of self-disclosure. The focus is

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exclusively on the other.
4. Self-disclosure characterized by two of the "do's."
5. Self-disclosure characterized by all of the "do's."

Example from a communication workshop.

Helpee: I'm struggling with examination and evaluations. I don't know why --they just throw me into a panic.

Helper: When I went back to graduate school that first term, I remember constantly having my stomach in a tight painful ball, waiting to see how I was doing. It was like life and death hanging in the balance. It is like life and death for you now.

Example from a communication workshop.

Helpee: It's so hard for me to talk in class. I'm afraid.

Helper: I get scared I'd say something stupid something not worth while. And then, to top it off, I feel the pressure from the others to talk up. I'm afraid to say and afraid not to say. I wonder if that's the way it is for you.

Example from a dyadic interview with a child. The boy was expressing his scaredness of his daddy and his guilt over having bad thoughts toward daddy. The helper, a grown man, let his own childhood memories well up in him. The helper shared how mean he used to feel toward his own pappa when his pappa strapped him, how he wished bad things would happen to his pappa and his pappa would get hurt and, sometimes, that he would even die. It was as if a great weight suddenly rolled off the boy as he exclaimed, wide-eyed, "It's O. K.? You wanted to hurt your daddy too?"

Example from a communication workshop.

Helpee: I'm feeling sort of, um, generalized unsureness with myself. Like it's sort of generalizing from, uh, from school to, to a couple of personal relations. And it's always like, um, I'm always looking at myself over my shoulder. After I'm doing something, I'm questioning myself. Ambivalence feelings.

Helper: I get sometimes, where I look at everything I do -- twice. Everything I do, I examine it, and then I don't know if I should have done it. Is that how it is for you?

Example from a communication workshop.

Helpee: I feel really tender and kind of weak. Even though I know, like I'm afraid to, to do things, even though I know I can do them. Like, I know I can get the stuff done, I'm afraid to do it. Like I was suppose to call Don Chandler to go and see him to talk about the placement, like I know I can do that, I rehearsed what I could tell him a million times, and yet I'm just too afraid to go and see him.

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Helper: When I find myself holding back, and I look at it, it usually ends where I'm really scared somebody is going to say "no" to me, I'm gonna get hurt, and I'm just too weak to take it, not strong enough to take it, not strong enough to take it at that time.

III. Direction of the interaction.

Empathize during externalizations. (Adapted from the work of Alexik, summarized in Carkhuff & Berenson, 1967, pp. 158-169).

When communication breaks down, and the helpee runs away to externalizations, don't run along with him. Function independently of the helpee's focus. Intensify your empathic search for personal meaning at the very time when the helpee flees to apparent meaninglessness. Redouble your efforts to relate seemingly irrelevant, remote expressions to personally meaningful experiences of the helpee. After all, the helpee's choice of irrelevant and impersonal material is in some way personal. It is up to you to stretch, to tune in on his meaning. Make it very difficult for the helpee to maintain an externalizing, distancing set.

Example: (from Carkfuff & Berenson, 1967, p. 160)

Helpee: That reminds me, there's something about this town. It's an awfully cold town. Northerners are so blasted-uh-indifferent. Or I don't know, they're certainly not very warm or easy to know. I've been here since last summer, and I swear I don't know anybody at all.

Helper: It's hard to know where you stand, at some deep level you feel very much alone, or cut off.

.....

Helpee: ...And finally one neighbor stopped in to borrow a stick of butter and and then I didn't see a yone else for another two weeks.

Helper: I wonder if you're not really asking, "Does anyone around here really care?"

Example from a dyadic interview.

Helpee: Well, see, I think it boils down to what you choose as your vocation, what you're going to do in life. In my particular vocation, I don't give a damn whether it's building houses or peddling mortgages or what it is -- I'm a businessman. And if you're a schoolteacher, you want to be the best school teacher. Probably the best measure of your success is to look back 30 years after the first class you graduated and see what they're doing.

Helper: See what they did, yeah.

Helpee: And this is probably the best way of measuring your success, and if you look back and if they;ve done wonderfully well. Maybe 10 out of your first class, maybe you had 10 doctors and 5 schoolteachers and um 2 university

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professors a d ...

Helper: "hatever I do, I wa t to do <u>well</u>.

Helpee: & a couple of damn good bricklayers and 3 or 4 tinsmiths ...

Helper: Yeah, whatever I do ...

Helpee: ycu'd probably feel pretty proud of yourself.

Helper: "I wa t to do well a d I want to be proud of it."

Helpee: Yeah, well at this poi t you'd probably feel a bit proud of yourself.

Helper: You feel ...

Helpee: ...If you're a schoolteacher.

Helper: <u>You</u> feel proud of yourself.

Helpee: Well, (sigh) ot particularly proud of myself. It just probably boosts my ego a little bit more. But I would.'t go walki g dow the street with my chest out.

Helper: No.

Helpee: Because I'd made it.

Helper: But you feel proud i side you.

Helpee: Well, if you didn't feel proud i side of yourself, what in the hell would be the point of doing it.

Helper: But agai it comes back to the same old thi g -- V does.'t like to <u>show</u> too much of any emotion. Emotions are taboo, to the ge eral populace. "I can feel the pain I can feel the pride, I can show it at home. But I'm not goi.g to ever broadcast it. I don't wa.t to stand out.

later i. the same interview ...

Helper: "<u>I</u> am still i co trol of <u>my</u> life and that's a good feeling."

Helpee: Well, yeah. (laughs) If you're not in control of your life, you're a problem for someone to take in hand.

Helper: "And I won't be a problem."

Helpee: o, no o.e if they ca possibly help it should be a burde to the rest of society.

Helper: "<u>I</u> will ot be a burde to the rest of society if I ca. possibly help it."

Helpee: o -- because I'm too proud. But, uh, if someo.e is a burde , I suppose

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they should look for some sort of help so they won't be a burden.

Helper: "But, I'm ..."

Helpee: If you could spiel out all your problems and it helps, fine, that's good.

Helper: "But I don't even think if I spiel them out to you, R, it would help. So, I'll work it out my way."

Helpee: --Un, Yeah. If I had a basic deeper problem, I'd spiel it out. But it isn't such a great --- if there is a problem, it isn't such a great one that I can't overcome it (laughs).

Helper: (laughing) You almost slipped there, V.

Helpee: No, I didn't almost slip, not really. If you're in control you don't slip! (laughs heartily).

Excerpt from a dyad in which the helpee has been dealing with painful material and then she wants to run.

Helpee: I'm just trying to figure out how we got on to this part of the conversation (giggling) because ...

Helper: "Because I didn't want to get there." (both laugh).

Example from a dyad in a communication workshop session.

Helpee: When I say what happened I just pulled out and, uh -- just said "I'm not gonna, I'm not gonna get involved." uh. And said well "I'll just let her say things that, without trying to provide any clarification of how ..."

Helper: Right now there's a struggle within you to, you don't know exactly what you want to do. You don't know if you can, if you can buy one or the other.

Helpee: Yeah. Sort of I like uh what I feel I'm doing and what I started to do was say things like uh "Let's, uh, let's go on a picnic" or "Let's get away from it, let's uh go to the lake and go swimming." So we went out to the lake and, uh, sat around with my uncles and drank beer and uh roasted hot dogs and roasted steaks and just -- let, let ourselves go, you know.

Helper: Tried to get away from, from the feeling of -- the real deep problem that was troubling you.

Helpee: Yeah (perfunctory). And -- I, I think it was a nice place, uh, to do it, because it, it's a cottage on a lake and uh we had a chance to sort of get -- uh, relating to nature, the hills, and --

Helper: But you're not quite sure that this was really meaningful.

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Helpee: It certainly didn't provide the right kind of atmosphere for meeting people. -- I mean we met a lot of hot dogs and we met a lot of beer, but uh -- we certainly didn't meet each other.

Helper: You didn't really get down to --

Helpee: No. We didn't really talk about anything. We talked about jobs. It was very noninvolving.

Helper: In some way now too you're shying away from it, keeping it away, not really tackling it.

Helpee: Yeah. There's so much there that I can't work with. It's like I said, the person I'm most concerned about is my mother. She's had a lot of crises, and she's come out one-down instead of one-up in a lot of them and uh I'm very concerned about her.

Helper (reflecting) "How can I help?"

Helpee: And every time I try to help I feel that I'm doing more harm than good. I feel helpless to do anything about it.

Heighten immediacy of expression (adapted from Wiener & Mehrabian, 1968).

Actively reduce the helpee's remoteness from his own experience. Bring the helpee closer to his experience of the moment. Generate immediate experiencing with ownership of feelings.

(1) Generate immediacy of place. Say "the" "this" "these" instead of "that" or "those." "You dislike this man," instead of "You dislike that man."

(2) Generate immediacy of time. Refer to present, ongoing experience instead of past or future experience. "You dislike this man" rather than "You disliked that man."

(3) Increase personal specificity. Explicitly delineate the specific person. Some don'ts: (a) no implicit, impersonal references, "The (your) dominant feeling was dislike (of the man)." (b) No overinclusion by naming classes of persons, "One dislikes such men." (c) No underinclusion by referring to a part or aspect of the person, "You hate the man's guts." (d) No negation when an affirmative statement is possible, "You didn't dislike the man."

(4) Generate unqualified ownership of feelings, "I feel ..." instead of "I think I feel ..." or "I guess it's something like this for me."

Excerpt from a dyadic interview.

Helpee: Some people are more gifted with this than others and, you know, I'm putting myself in the last category.

Helper: And you'd really like to be able to get involved with people.

Helpee: Yeah, sure, who wouldn't.

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Helper: And you'd like to get involved with me.

Helpee: Well, with what we're doing, definitely, you know, I think (sighs).

Helper: But it seems so hopeless.

Helpee: Well, there's, it could -- feelings, you know, there's never an end to feelings everybody has different feelings, people always have feelings.

Helper: And you're having feelings right now.

Helpee: Yeah, yeah. Of a kind I guess you could call it. Uh, I like to, you know, gossip, yeah, I like to ....

Helper: (gently reflecting) "I'd like to be honest with you but I can't."

Example from a communication workshop.

Helpee: I get afraid to threaten, when I perceive other people as stupid or stopping me. But I don't know my own values when, when decision time comes. I don't know if I'd really really -- which is stronger? -- when I see somebody gets hurt, I block that out, but I always loose the feeling that I've really stuck to my guns. Because I don't see it right through. I loose my own reasons for sticking to it.

Helper: There was a time when I had to face certain things in my marriage. At that time I had moved, and Joanne hadn't. But she had no idea. She thought we were just great. To open it up, I had to shatter her world. And I asked for more. And I caused her great pain. It was very hard to justify the pain.

Helpee: I feel I won't be able to justify making demands on people. If they really oppose me, and really resist, then I go away until it gets worse. The situation has to become really terrible before I ...

Helper: I wonder if you're experiencing that in any specific ways like I've experienced, or if it's a kind of general, abstract issue for you. I don't know how much of it is the theoretical questions we're working on in seminar, and how much it's very real for you.

Helpee: Right now it's real from seeing you, with Jean.

Helper: But how are you in that position? How are you fighting?

Helpee: I'm afraid I'm not. But this is what I believe in. I'm just dealing in small skirmishes, and consolidating my position, until I really feel strong enough to.

Helper: There must be some specific ways in which you're needing to say something. Like I can't get a concrete feel of how it is for you.

Helpee: Because right now everywhere that I'm relating to people, I'm not as much as I'd like to be. I don't know how to make the decision. I can't think of specific people or situations.

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Helper: That's what I'd like to get closer to, I don't know the aliveness of the issue for you. I know it's philosophically a meaningful one. And I know that you ask yourself always to be better. But I don't get a sense of what you're really working on.

Helpee: I feel like I've got the greatest built in defense system in the world. I get to the point where I don't know if I'm just making the issues -- or if its real -- Sometimes I just think they're fanciful maneuvers without digging in. And sometimes I know that I won't live out my real problems in this group. I won't get in touch with my own bad feelings, just the good ones. I feel immobilized now and I want to go away and start on the upward swing again and if I accelerate fast enough, the feelings will go away and I won't have to face them.

Stimulate experiencing and expressiveness. (Adapted from Butler, Rice & Wagstaff 1962; Rice, 1965). Turn each other on. Be more alive to yourselves. If the other is deadening and constricting, you model for him by being slightly more vitalizing and stimulating than him at each interchange. Arouse trains of association and expand the range of new inner experience generated by the other.

1. Use fresh connotative language: (a) Use fresh stimulating words or word combinations; (b) Construct vivid metaphores or figures of speech with high imagery. Construct high auditory and kinaesthetic images as well as visual images. Examples from a discussion of a client's self-withholding: "just flirting with things" "drains you" "come on full" "a hiding place from fear" "a good place to keep your head above water -- but just your head" "you want to be out of water, all of you, your body keeps squirming around fighting to get out."

Example from a communication workshop session.

Helpee: I'm a mixture. My stomach's churning a bit but I feel quite peaceful.

Helper: It's like there's a storm inside of the calm overall.

Helpee: There's a ship in the storm. The ship knows it can steer straight through the storm.

Helper: You know you're going to make it. You have real confidence. You could almost enjoy it.

Helpee: Yeah. Enjoy the storm.

Helper: I like that too, when you feel things buffeting, and yet you know you're strong enough to get through.

2. Expressive voice quality, manifesting high energy, color, range, and irregular and appropriate emphases.

Avoid cadenced or sing-song voice quality, i.e., speaking with regular emphases which shifts emphasis from its natural location for effect rather than for meaning.

3. Expressive bodily gestures which amplify the meaning: facial expressions; gross arm movements. Examples: "I'm way out here (with large arm movement pointing beyond helper) and you're way back there (with large arm movements pointing beyond helpee)." "You experience it like a fog, closing in around you (with

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enveloping arm gesture)."

Direct toward focusing on experience

See sector F, "As a Helpee, Explore your Self." Discuss the preliminaries of focusing (outlined in Sector F) with the helpee, until the helpee's own description convinces you that he grasps them. In a little introductory discussion, explain each point one at a time. Then invite the helpee to give examples. His examples will often show that he hasn't understood yet. More discussion follows. When he comes up with an example that is right, only then can you be convinced that he understands. Give the focusing instructions informally, in your own language, vary their order, and work repeatedly on steps where difficulty arises.

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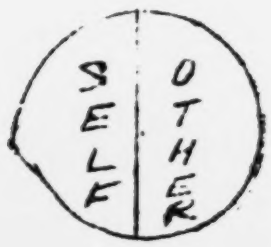
Sector H

ENCOUNTER ONE ANOTHER

Experience and express the other's impact on you -- and yours on him. Act from your center. Fight, and love, constructively.

Diagrammatically



include both yourself and the other in interaction

You Essentially Communicate

"Both you and I are equally able to love and hurt one another. Each wants to be received to be stretched but not consumed, by the other. The time is mine and yours to intensify and passionately express our living, for neither of us can retrieve this time we are together (adapted from Steinzor, 1967)."

Examples

"I feel so terribly sad. You know, I think I've been so worried about being a good wife that it has taken me away from you." "Right now you're so hurt you can't even tell me in case I hurt you again." "I get furious when dinner is an hour late" to which the other might respond, "I get furious when dinner is on time and you aren't; let's either move the regular hour or you call me when you will be late (Zweben & Miller, 1966, p. 74)." "You're boiling. You want to hurt me back." "I'm so sad. I miss you already." "You're really let down. You thought we'd make ti together and now you feel me holding myself back." "I am very mad at myself and mad at you because I need your approval (adapted from Bobele, 1965)." "Hey, I've got a bone to pick with you!" "You're angry -- and deeply hurt. You feel I don't give you any of myself -- my feelings, or my help."

I. Explore your impact on the other.

Self-disclosure, type S→O: the way you affect the other; the other's reactions and feelings toward you.

Relational Immediacy Scale

The degree to which the helper ignores or recognizes the helpee's reactions to the helper.

Level 1. The helper simply ignores all helpee messages that might have to do with the helper. If the helpee is talking about others in general, the helper may remain silent or ignore the feeling.

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Level 2. The helper reflects the helpee's feelings about others, but the helper does not connect what the helpee is saying to what is going on between the helper and the helpee in the immediate moment. The helper is not closed to examining the relationship, but the helper does not connect the helpee's expressions with himself.

Level 3. The helper relates the helpee's feelings to himself in an open, but cautious and tentative manner.

Level 4. The helper explicitly relates the helpee's feelings directly to the helper. The helper does not hesitate to openly face the helpee's feelings toward him.

(Adapted from Carkhuff, 1969, 2, pp. 326-327.)

Instructions to Helpers

Explicitly, openly relate the other's expressions about others directly to yourself, to his feelings toward you and toward what is going on between you and him in the here and now. Directly interpret the helpee's reactions to you in the immediate moment.

Ask yourself: what is the issue that he is working on with me? How is his growth struggle being expressed in our relationship? What behaviors of mine activate him? What in me is he responding to or asking for?

Are you triggering an affectional issue for the other?

Examples: "Can I know you and yet love you?" "My anger frightens you. You're afraid I'll destroy you." "When I don't do things for you, you feel uncared for." "You want to take me home with you. Since you can't, you at least want me to give you one of the toys." "You're mad when I pay attention to others. You want all of me. You want me to stick to you like glue." "You're wondering if I can really like you when I have other children coming here and I like them too. You're afraid I might like them better."

Are you generating a control issue for the other? Examples: "You like me to follow your orders." "Nothing I do is good enough." "You want to be the leader of the group instead of me. You'd like to show me that you could run things in a better, more efficient way."

Promote the experiencing of the helpee's basic problem as an immediate interpersonal process. Learn what activates the helpee's affective concern in the current interaction. Examine your own previous behaviors which are triggering the helpee's feelings. Examine your expressions as the force which probably activated particular dynamics in the helpee. For example, if the helpee is bringing out past experiences where he felt punished, search for instances where your responses might have been experienced as punitive. (Adapted from Kell & Mueller, 1966).

Instructions to Helpees

For practice in a communication workshop, the helpee can be given a written instruction as follows:

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Focus on the Helper's Behavior

After about two minutes of exploring yourself, indirectly focus on an aspect of the helper's behavior that is having an impact (satisfactory or unsatisfactory) upon you. For example:

"I wish I could find a way to make myself understood."

"I'm getting a sense of just how good it feels to have someone trying to understand me."

"For me to be with my feelings, I have to be in some sort of relationship where I have some sort of trust."

"People are so phony and superficial."

Examples

"When a counselor listens to a client's communication as a behavioral guideline for how a counseling relationship is proceeding, then whatever the client reports of his current life experiences may have some particular relevance to the course of that relationship. To illustrate our point, Mr. Tom and his counselor had been having a good deal of difficulty in communicating effectively with each other. During the course of their difficulties, Mr. Tom approached one of their counseling sessions by reporting difficulties he had been having in getting along with people during the week. He spoke at some length about people being bothersome, irritable and superficial. The counselor, instead of responding to the dynamic connection between these events as displaced feelings about the adequacy of their present relationship, talked with Mr. Tom as though these incidents were unrelated to their sessions. We suspect that the counselor in this relationship did not respond because he was already feeling guilty and angry about being ineffective. Had the counselor's own mixed feelings about the client not immobilized him, he could have revitalized the relationship by incorporating the client's experience into their interaction. (Kell & Mueller, 1966, pp. 41-42)."

"I guess you're mad at me because I'm leaving. I don't feel good about it either. It just never feels right to me to go away and leave you in here. I have to go, or else I'll be late for everything I have to do all day today, and I'll feel lousy about that. ---In a way, I'm glad you don't want me to go. I wouldn't like it at all if you didn't care one way or the other (Gendlin, 1967, p. 390)."

"Now I'm sad that I embarrassed you in there. I am always worrying about being late and I get rattled. But I wish I hadn't rushed you in front of all those people -- that bad feeling is just what I wish you didn't have to put up with (Gendlin, 1967, p. 389)."

"Just then, when you made that face, I didn't say anything because I didn't know what to say, but now I wonder, Are you mad at me? (Gendlin, 1967, p. 389)."

"O. K., so maybe you see me like your father, but I think my little speech also was aggravating because it was something you knew, it was taking down to you. I can sound like you don't know your ABC's. I have this tendency to overdo my values and sermonize. My only regret is that you didn't call me on the spot (Steinzor, 1967, p. 90)."

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In play with a child: "You like it when I do things for you." "You hate me when I say 'no.'"

In a group: "You see her so weak and needy and you just want to take care of her. You want that same caring when you're bleeding."

"You get mad at me when ever you feel me picking on someone. I bring out the real protector in you. You can't bear to see the angers in me that you're trying to keep down in yourself."

"A client may assure a counselor, for example, that he is succeeding in helping him, but at the same time the client may talk about how weak his father is. We believe that at such times, the counselor should consider the probability that the client is also concerned about the counselor's weakness ... If, for example, a client repeatedly expresses critical feelings toward others, then ... the counselor may suggest that 'Perhaps you feel critical of me.' The dynamic underlying the counselor response is that he is not fearful of the client's critical, hostile feelings and that he is perceptive but not punishing. (Kell & Mueller, 1966, pp. 40-41)."

Excerpt from a dyadic interview.

Helper: O. K., I kind of see your as saying that, um, you know, "I'd like to get mad and I'd like to be able to take a stand that's opposite to someone."

Helpee: Yeah, I'd like to be able to, but with love in it.

Helper: "And have people still accept me."

Helpee: Yeah, that would be ideal.

Helper: And it bothers you that you haven't been able to accept me, as a person.

Helpee: No. It's not been that conscious. But it's certainly not. No, I guess it's bothered me that I haven't.

Helper: When you think about it.

Helpee: Yeah.

Helper: When you let yourself think about it.

Helpee: uh huh. (pause) I've just been made so aware of destroying people, that it's almost overwhelming, that I can't let myself do anything that's, that's threatening to them.

Helper: You run.

Helpee: And I try to think that it's good.

Helper: But you're not really convinced.

Helpee: uh, I'm confused, because ...

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Example of relational immediacy from a dyad during a communication workshop session.

Helpee: ...It's something that's, you know, it happens an awful lot to me, and that's when I don't have things all nicely sewn up, and there are loose ends hanging all over, I get really tense, and really jittery, and like a big knot inside my stomach, and I, I don't tune in to anything except that. You know, last night was just a perfect example in class. I, I didn't hear a thing that anyone was saying, I was worrying about getting an apartment and getting my thesis done, and things for this course and things there, and going to Calgary, and going home and where am I going to leave my stuff, and, and, you know, I just worked myself up into a real state like I was really hyper. And I wandered around last night for just hours, you know, just talking and talking insanely --- sort of very quickly and not making any sense, uh, um, -- you know I'm really feeling it right now, sort of like I need to go out and swim or do something to get rid of some kind of energy.

Helper: You don't like it that you get so worked up.

Helpee: That I'm so compulsive that I, you know, everything has to be ordered properly and it has to be done on time and in a good sequence, and if I don't, then I get into a flap.

Helper: "Why can't I be more casual about things?"

Helpee: Yeah. You know, I put myself through undue strain going through this because I know these things will get done but, you know, -- every minute has to be organized.

Helper: This minute you feel tense, that you should be working and organizing in loose ends instead of sitting here talking with me.

Helpee: Yeah, I feel like I'm just going on rattling at you instead of being with you.

Excerpt from a dyadic interview.

Helpee: ...and that's pretty much the way I've learned to uh inhibit my uh, my emotionality. Which pisses me off. Because I want to blow up sometimes and I can't. Like sometimes I want to cry, and I can't cry.

Helper: Right now you'd like to cry.

Helpee: I think I wouldn't mind shedding a few tears. It would be a very, a great release. I never can feel that I can let myself go.

Helper: "Because I've been hurt and I'm afraid that I can get hurt again."

Helpee: That's right.

Helper: "And even here, I don't know, I (the helper) may not accept that."

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Helpee: I don't, uh, yeah, O. K. No, I think you would, it's sort of an experimental situation, right now the situation is influencing. Let's face it. Everybody is involved in his own life. And you really don't get people sitting down with other people and saying "I <u>really</u> care about you. Your feelings really matter to me." And I don't like being weak, a burden upon somebody else to, you know, shed all my troubles on them or whatever it is. My troubles are my troubles or my troubles are my wife's and my troubles.

Helper: And I guess I would want to be burdened with yours.

Helpee: (laughing) You wouldn't?

Helper: I would.

Helpee: You would.

Helper: Yes, right now I would.

<u>Example</u> of immediacy interpretation, relating the helpee's averted eyes while talking with the helper to his avoidance of openness in other encounters.

Helpee: (constantly looking down) Yeah, that's where I am, I see where I <u>should change</u>. And yesterday we went over to the audio-visual center, maybe that's what started it, and I couldn't believe it. I saw how R and everybody was just being themselves. And it wasn't very long before I just realized that I was just sort of being a coquette. I just didn't let anything out ....And I started feeling so useless (tortured crying; still looking down at arm of chair).

Helper: You see other people making progress and changing. It makes you feel rotten inside.

Helpee: (sobs)

Helper: "Why can't I do something about this! Why do I have to be so --"

Helpee: I don't know what to do.

Helper: "It hurts when you --"

Helpee: And I was so afraid to ask anyone to help me today. And so I asked in such a stupid way. I said "Have you got any time at noon?" (deep crying, still looking down at arm of chair).

Helper: It's so hard to be open -- You can't even look at me right now.

Helpee: Yeah. I'm afraid to look at anybody.

<u>Example</u> from later in the same interaction, of an immediacy interpretation around the helpee's open giving of himself.

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Helpee: I never really did much for anyone unless it was of use to me. I just keep hoarding for myself.

Helper: How it makes you feel bad.

Helpee: Very bad.

Helper: You feel like such a shit.

Helpee: (sobs) I always thought I was giving so much, I was trying so hard, I did try hard. But everything I gave was just like me being up on a stage and giving people things because thats what the script read.

Helper: You want it to be real now.

Helpee: And that's why, when (cries), And that's why, when I meet somebody after I haven't seen them for a while, I go around the block or across the street and avoid them. Because I know that I really haven't given them anything. And so why would they want to talk to me.

Helper: You want to run away from them.

Helpee: All my life I'm just running --- But I'm not going to run anymore.

Helper: You feel you've done this with me.

Helpee: Yeah -- but not for a while. That's why I wanted you this morning.

Helper: You have given ... Tom -- there has been a change. I felt used before -- but not the last while -- and not today.

Helpee: (cries) -- I can't believe that I actually did this (i.e., interacted this openly now, giving of himself so openly). It's surprising to me, this morning.

Example from a communication workshop session in which the helpee cannot stay and deal with his angers until the group leader relates the helpee's expressions directly to himself, to what is going on between leader and helpee in the immediate moment.

Helpee: I'm pulling away from it. I'm off it. I didn't want to be off it and I got off it. I'm determined, I've got to keep it.

Helper 1: You're always losing things. You lose the happiness, and you lose the sadness, and now you lose your anger. And you really want to have this.

Helpee: Oh -- because I really want to stay with my feelings. That's what I'm losing. Like it wasn't the sadness I wanted. I was just staying with the feelings. Yeah ...

Helper 1: You're determined you're not going to.

Helpee: Getting it and losing it, getting it and losing it ... It's all ...

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Leader: You keep getting full, and you're scared both of the fullness and losing the fullness. (reflecting) "I'm really scared of staying that full --- and I'm also scared of losing it."

Helpee: I feel you're doing something to me. You're making me feel something that I don't feel. The second part is right, but the framework of the first part is wrong. Full doesn't mean ...

Leader: Full just means full of whatever I am that ---

Helpee: (abruptly cutting in) Everytime I say it, you take it away from me.

Leader: You've got to hit me back now, G. You've got to slap me in the face.

Helpee: O. K., let's change it, let's say I want to -- hold you off.

Helper 2: It's like, let me have it by myself. (pause)

Helpee: Do I got something to sell you? You know, that's what it's about. It's not -- I won't hit, this is the truth, but I've got something to sell you too. You've got something to sell you.

Helper 2: (reflecting) "And I don't think you're accepting what I'm selling."

Helpee: I feel defiant.

Helper 1: (reflecting) "You don't recognize one."

Helpee: I'm doing the same thing in here right now that I did a few minutes ago in W's office. And I feel real good about it.

Excerpt from a communication workshop.

Helpee: I'm getting a sense of, uh, -- just how good it feels to have someone trying to understand you. Really trying to understand you. I think I could be (sigh and smile) infinitely patient with someone who kept misunderstanding as long as they did it in the right way. So long as it wasn't forced on me or anything. If they really tried to figure out what I said, makes it seem so worthwhile. Like, I wonder every time I say something whether it's worthy of being looked at. But when people are really trying ...

Helper: That strikes a very personal chord in me. I know that at first you always thought that I was pushing things on you, that I was trying hard and that it didn't matter whether you were there or not. And that you have the feeling now, that you feel that I'm in there trying, that makes me feel much better. That you don't think of me as someone trying to do something to you.

Helpee: It has a lot to do with the way, with that real care that you put into knowing meaning, it's really helpful. I just like it.

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Excerpt from a communication workshop.

Helpee: I'm feeling sort of pulling back from it right now.

Helper: That's the way I'm feeling too. Somehow, I'm conveying that I'm not with you enough for you to be with me. I feel that I need to be with your feelings more.

Helpee: For me to be with my feelings, I have to be in some sort of relationship where I have some sort of trust. And those are few and far between. I was talking with Kim after the last session, and neither of us was in very much of a position to empathize with the other. Neither of us was all that with our feelings either, but she did make one sort of attempt at some sort of empathy. I was explaining where I was as far as the course goes, and things like that. And she made some very simple statement, uh, about "It must really hurt" or something like that, a very ordinary empathic sort of statement, almost cliche in this group, and yet, that did get through to me. I did feel the hurt.

Helper: So that you have a sense of caring, that Kim does care for you.

Helper: There's no conscious sense of trust there.

Helper: It's just there. And other people in the group, including me now, somehow we're not communicating the same degree of caring for you and being really interested in you to help take away some of the hurt. Somehow you're not getting that message from us. So you pull away.

Example from a dyadic helping interview in which the helpee has been externalizing, "telling stories."

Helper: You're still holding off talking about how you feel.

Helpee: Yeah. I feel jittery.

Helper: You don't want to let anything touch you.

Helpee: That's a good description.

Helper: You've concealed yourself inside. You're stuck -- afraid to go in.

Helpee: Yeah. I'm not thinking.

Helper: You're blanking out.

Helpee: It annoys me that I don't have any feeling there! I'm confused.

Helper: Try focusing in on how you feel. Try just sitting with yourself, listening to how you are. Don't bother me yourself with words, but just let it come. Feel your whole bodily sense of how you are now - what's central for you - and just let it come. Let your words come from your feelings.

Helpee: I feel angry, confused.

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Helper: You're hurting ... impatient ... weep .... angry that you feel so sad.

Helpee: I'm annoyed at you.

Helper: You feel I'm forcing you. You don't want me to come too near.

Helpee: Yeah. I'm trying to keep just a reflecting surface.

Helper: You maybe don't believe that I want to come near.

Helpee: I feel confused.

Helper: It's hard to get angry at me.

Helpee: Yeah. I can just get annoyed because you're coming.

Helper: I'm looming there. You want to hold me off.

Helpee: I feel out of breath! running.

Helper: "Wait! Let me catch my breath."

Helpee: Wait for me to make up a story.

Helper: You've run out of stories and I'll be there and you don't know if you want me.

Helpee: I'm backed up against a wall.

Helper: You're afraid to come toward me.

Helpee: I'm panickly! There's no escape!

Helper: You're not sure you really want to go inside.

Helpee: There's nothing there.

Helper: You resent having to keep telling me that.

Helpee: I want to tell you I feel something.

Helper: You're afraid I might see you and be disappointed.

Helpee: I don't know.

Helper: It's hard to share your shakiness.

Helpee: We're in a confrontation. I'm tense -- as far back as I can go.

Helper: "Don't come near me! I don't want you to see the nothing."

Helpee: I'm pressed back against the fence and you're still coming.

Helper: You're wondering if it will turn bloody -- if you'll be attacked.

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Helpee: Yeah. You're attacking me and I don't want to do anything.

Helper: You feel helpless. Don't know whether to run or not.

Helpee: I feel relaxed. We're at a truce. You've stopped.

Helper: I won't attack you.

Helpee: I'm calm. Confused why you're just sitting.

Helper: You want me to keep coming.

Helpee: I feel you're not coming any more. You're still sitting there, not forcing me, though commanding the whole situation.

Helper: You want me to keep reaching.

Helpee: I feel weird. I don't know what you're going to do. Secure you won't do anything -- I won't let you.

Helper: You feel strong. You're in command and can decide.

Helpee: Yeah. I'm still confused. Wonder if the shield will stay.

Helper: You're triumphant.

Helpee: I feel very satisfied.

Helper: Calm but disappointed.

Helpee: Satisfied. I felt anxious and pressured. You approached but never came. I could keep you there.

Helper: I feel a huge chasm between us.

Helpee: You have the ability to touch me and only went so far.

Helper: You're saying I didn't really want to come. You're throwing it at me. I still want in.

Helpee: It's gone now. You didn't come though you had the power. I didn't stop you.

Helper: "You didn't really want to know me."

Helpee: People don't want to know me.

Helper: You don't trust that I do.

Helpee: I felt out of breath.

Helper: To let me in would only crush.

Helpee: I feel annoyed.

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Helper: I feel all bound up.

Helpee: I'm throwing the blame on you.

Helper: I feel you stopped me and are angry with me for having stopped. You want me to force my way through in some way - to smash the barriers.

Helpee: Yeah. People should jump on me.

Helper: You don't believe anything else.

Helpee: Yeah I don't. I never understand why people would hold a high opinion of me. They don't know me. But I don't either.

Helper: You don't know if you want to know.

Helpee: I feel relieved.

Helper: I don't!

Helpee: You want ...

Helper: I feel annoyed - I'm in a bind! I can't do anything right! You've set it up so I either crush you or don't want you.

Helpee: (laughs) I'm laughing at you.

Helper: You're in power.

Helpee: I feel happy you're like that.

Helper: It's all my fault.

Helpee: You're on trial.

Helper: You're happy I'm flailing around. I'm angry!!

Helpee: (laughs) I feel happy. I don't take it seriously.

Helper: Because you're so controlled and anger shows that person up. You're egging me on to be "stupid."

Helpee: I like to see you swirm. But I will feel sad when I walk away.

Helper: You kept me away and you didn't want to.

Helpee: No, because I laughed.

Helper: You're killing off something in you.

II. Reacting to the other with constructive self-disclosure.

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Constructive Authenticity Scale

The degree to which the helper is genuine with the other, genuine in ways that facilitate growth and that do not destroy.

There are several aspects of authenticity. One aspect of constructive authenticity is how much the helper is himself in the relationship. This centers on the consistency between the helper's experience, his awareness and what he openly reveals. Is he distant from his own experience? Or, does what he says and does express exactly what he is feeling and thinking as he says it?

The second aspect of constructive authenticity is how much the helper involves or removes himself in the relationship. Is he behaving impersonally, according to a prescribed role concerning how a helper "should" respond? Or is he clearly involved with the other as a person?

A third facet of constructive authenticity is the degree to which the helper honestly expresses his immediate feelings toward the other person in the present moment. This applies particularly when the helpee's growth struggle clearly involves the helper or when the helpee wants to know the helper's feelings toward him. Is the helper clearly contradicting his feelings toward the helpee? Does he avoid expressing his exact feelings toward the other, for example, by speaking in a neutral or flat and unspontaneous voice, by using cliches or abstractions, or simply by reflecting the helpee's own feelings? Or, does he freely tell the helpee exactly how he feels about him at the time?

A fourth aspect centers on the constructiveness of the helper's authenticity. Does the helper, when he does openly react to the other, label the other as bad or blame his character traits? Does the helper tell nothing of himself, of his own feelings, but give only condemning evaluations of the other? Or, even if negative and anxiety arousing, does the helper describe his own immediate inner experience in response to the other's concrete behaviors? Though often crisis precipitating, it is such experientially descriptive, non-condemning honesty which another person can use for his growth.

Level 1. The helper's expressions are clearly different from what he is feeling at the moment. Or, the helper's only genuine responses are condemning judgements of the other.

The helper may be defensive. Or, the helper's words are contradicted by his voice quality or body movement. From the helper's voice quality, it might seem evident that he is irritated or disgusted with the helpee, or strongly attracted to the helpee, but he tries to deny this by expressing the opposite or neutral feelings. Or, it might seem from the helper's non-verbal behavior that he is uneasy, perplexed, or frustrated, but he attempts to deny it, or to express the opposite feeling that he is composed and in control.

The helper might respond strongly and spontaneously, but with condemning judgements which tell nothing of himself but which only label or blame the helpee as bad, crazy, stupid, etc.

Level 2. The helper responds impersonally, according to a prescribed role concerning the way a helper "should" respond in that situation. There is a "professional" manner or a rehearsed quality, suggesting little involvement of the helper

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as a person in the interaction.

The helper may respond with appropriate words, but with a flat or neutral voice quality as though he were "miles away", with no enthusiasm, intensity or spontaneity. Or, the helper may speak in a stylized way, for effect (e.g., a sing-song pattern). Or, the helper may be understanding the other in a mechanical, techniqued way. Or, the helper may be intellectually and "objectively" teaching or analyzing the other.

Level 3. The helper does not contradict his feelings about the helpee, but neither does he express his exact feelings toward the other. He is neither authenic nor inauthentic, neither congruent nor incongruent, but acongruent.

The helper gives no positive cues about his own feelings. The helper may be understanding the other as an involved "alter ego," genuinely feeling with the other, and expressing his understanding in involved, intense ways.

Level 4. The helper expresses his feelings in a constructive way, although he is somewhat hesitant about expressing himself fully.

The helper hesitantly gives some positive cues about his feelings, and there is no doubt that he really means what he says.

Level 5. The helper freely and deeply expresses his immediate feelings, both loving and hurtful.

The helper owns his immediate feelings and explores what goes on inside of him when the helpee behaves in particular, concrete ways. The helper explores deeply, searching for his full reaction to the other. The helper's response opens further avenues for both helper and helpee exploration and growth in the relationship.

(This scale represents combinations and extensions of Kiesler's (1967) congruence dimension and Carkhuff's (1969) facilitative genuineness scale.)

Self-disclosure, type O → S: Disclose the other's impact on you, that is, your feelings toward the other.

4. Experientially Respond to Helpee Probes. Share and explore your feelings toward the helpee or what he does, especially when the helpee searches for how you feel toward him.

The basic repeated questions for helpees are: whether you really care (the genuineness of your respect), whether you really think he is worthwhile and competent (again, the genuineness of your respect), and whether you are really interested and really do want to understand him (the genuineness of your empathy). Such issues are particularly keen in communication workshops where the early work and the early structure typically bring forward "techniqued" rather than genuine caring and understanding.

A group leader will be tested out on his genuineness by every member of the group in turn, before the group member will truly let the leader in. Vicariously experiencing the leader's caring and understanding for another group member is never enough. As a leader, you've got to make it with each person, in a dyadic relationship with each.

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To be truly genuine and constructive you need to do what you usually ask the helpee to do. Helpers are accustomed to throwing the burden for self-exploration onto the helpee. When issues of genuine regard and empathy arise, the helper needs to explore himself in order to open further areas of growth for both himself and the helpee.

1. Focus upon your feelings and own them.
2. Experientially describe your own immediate inner experience in response to the other's concrete behaviors. Use the experientially descriptive, non-condemning formula "I feel (describe your immediate inner experience when you do (describe the other's action) adapted from Dyer, 1969, p. 1969. "Avoid condemning judgments, labels or blaming. For example, "I find it maddening to live with this mess. I'm neat and orderly and it is driving me to distraction," rather than, "You are the messiest person I've ever seen! You don't care about tidiness or cleanliness. You are just terrible!" Note how in the latter statement, the speaker tells nothing of himself, of his <u>own</u> upsetness, of his <u>own</u> feelings of being driven to distraction, but gives only condemning judgments and labels (adapted from Rogers, 1969, p. 113). It is very difficult to shake off a label. An experiential description, which is non-judgmental, is concrete and can change. For example, a person can start making sense to people, but it is very hard for him to stop thinking of himself as crazy once labelled crazy.
3. Carry forward what else you directly and feelingly have there. Find the inward edge in your feelings. Find the why <u>in you</u> which makes you bored, stiff, detached, angry, tense, afraid, hurt, or worried. Focus on your needs with the other -- e.g., your need to be effective, your wish to be successful in helping, or your fear of losing yourself in the helping relationship -- and let your feelings move forward. Then, "I feel bored when you talk about the weather and social chit-chat" becomes "I want to hear more personally from you," or "You tell me what happened, but I want to hear also what it all meant to you (adapted from Gendlin, 1967, p. 390)," or "I've just been saying back words to you. Inside me I'm strangely stiff and detached. Maybe I'm keeping my own similar self-doubts from welling up."
4. Express your ambivalence, your mixed feelings. "Suppose I have strong hostile feelings toward another person to the extent that I feel like punching him in the nose. At the same time another set of values elicits some feelings of guilt about the hostile feelings; these other values suggest to me that I should be trying to 'love my neighbor as myself'. In fact, these other values direct me toward a goal of trying to understand and accept others the way they are. I do not want to live my life responding in quick, hostile, punishing ways toward others even if I currently feel that way. I do not want to adopt the scorpion theory that this is just the way I am; therefore, I will be congruent, and this makes everything justifiable...

'If I feel hostile and punishing toward another person and at the same time have feelings of concern or guilt for feeling this way in light of other values ... I share <u>all</u> of these feelings, not just the hostile ones. If I were truly congruent (and this demands that I be aware of all my own values and my range of feeling experience), then I should express the range of feelings toward the person in words such as these: 'John, when you try to dominate the meeting, I want to hit you on the nose. You make me feel very hostile and angry. But I don't like to feel that way. I also would like to accept you and work with you. How can I work out these feelings with you?' Dyer, 1969, p. 166."
5. Open yourself to feedback. Empathize.

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For practice in a communication workshop, the helpee can be given a written instruction to either directly or indirectly probe for helper feelings as follows:

Indirectly Probe for Helper Feelings

After about two minutes of exploring yourself, indirectly ask your helper for his feelings toward you in relation to the issue you are working on. For example:

"I wonder if anyone else in the world has these kinds of problems?"
"It would be nice to know someone actually cared about me."
"I wish someone would tell me whether I have what it takes to go to graduate school."
"Sometimes I wonder if everyone thinks I'm a phony."
"It would be nice to know that someone really understood me."
"I can't talk about it because I'm scared of what it says about me."

Directly Probe for Helper Feelings

After about two minutes of exploring yourself, directly ask your helper for his feelings toward you in relation to the issue you are working on. For example:

"Have you had these kinds of problems?"
"Does this sound weird, sort of crazy?"
"Do you think I'm crazy?"
"Do you think I need help?"
"Do you think I'm making progress?"
"Do you understand what I'm saying?"
"How do you really feel about me?"
"Do you think I'm avoiding really dealing with my husband?"

(many of the examples used in the above helpee instructions were adapted from Kiesler's [1967] illustrations of ways in which therapist congruence may appear.)

<u>Examples of experiential, descriptive encountering vs. labelling</u> from a therapy termination experience with a teenage girl. I had started with her when she was 13 years old, when people told her she was crazy and brought her to the clinic for her craziness. She was expressing wild, horrible fantasies. Her mother had died from a rare bodily wating disease which had taken years to run its course. The girl was indeed in a bad way when therapy began. After several years, she was functioning beautifully. She was a pleasure to relate to in therapy and she was doing well in her life. Her school work was good.

She was beginning to date. She was around 16 when we started to terminate. In our final session, she suddenly wondered whether she was really ready to end and mused things like "Well, you know, crazy people. Once crazy, always crazy." I realized that she was asking me whether I thought she was still crazy. I didn't say "No," because I didn't think it helps to say "You're not crazy" either. I didn't think either the positive or negative use of the label would be helpful. Instead, I turned to her, and really meant it when I said "Sweetie, (her nickname), I can tell you how I feel about you, and that is that I'd be very proud to have you as my daughter." And that's all she needed to walk out clean. And, in fact I began calling my actual daughter "Sweetie."

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That's a nice story of constructive genuineness. Even when there was the opportunity to say "No, you're not crazy," the label was avoided. The answer was given in a very personal way. I couldn't even think of her as "not crazy." What was experienced was, "She's a great kid and I'm very fond of her" and the experience of her was shared with her in ways that could contribute constructively to her sense of self-respect.

Example from a communication workshop, of indirect probing by a helpee around whether the helper wants to hear something which might risk his losing respect for the helpee.

Helpee: It's really hard for me. Because I know why I went blank. Because it was something about myself that was really hard to accept.

Helper: To face it.

Helpee: Like right now. Like I still can't feel it but I know what it is that's making me not be able to feel. And yet I can't talk about that because -- I'm really scared about what it says about me.

(after the dyad)

Leader (to helpee): I think you were asking "what would you think of me?"

Helpee: (nods agreement.)

Helper: I don't know what I said now. I couldn't even tell you whether I goofed it all up or not.

Leader: I don't think you picked up on S's asking "I recoil from myself, would you recoil from me?"

Helper: Well, I felt at that time that I had to go along with that she couldn't face herself. (Turning to helpee), I felt you could have maybe, with me alone. But in the group situation, it was hard for you. Because that's the way we related in the past.

Leader: So then you might have wanted to say "Gee, I really think I could go with practically anything from you. I sure feel that way based on what we've had between us in the past." In other words, if you felt S was asking you, you could've said just what you said right now.

Helper: Um, hm. Yeah, it hurt when she said it, it hurt.

Leader: It hurt you.

Helper: Yeah. I realized what she was saying. My not being able to say it was around hurting the group, the people here. (Turning to helpee) I too don't think that you could say it in front of these people. And I would have had to say that.

Leader: It was hard for you to address yourself to this because you felt it might be a slap at the rest of us.

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Helper: Yeah. For me to say something like that would drive it home to the people here. That was my fear, if I did respond.

Leader: Just acknowledging the good relationship between you.

Helper: Would be to separate us from the rest.

Leader: um, hum.

Helper: And the agony was of course that I knew S wa ted to do a dyad, I sensed that, I sensed that I should get involved with her.

Leader: So you acknowledged the special relationship but you can't say it.

Helper: I really wanted to be with her and yet ... I'm not really with what we are working on in this group, I'm not up on things, I'm not really ready to consider congruence, all I know was I want to get with S, I care about her so much, so I wanted to help, but I got disappointed by what she was saying. That she couldn't get with it, she couldn't talk about it.

Leader: That she couldn't share with <u>you</u>.

Helper: Yeah, yeah.

Leader: "Damn it, she's denying our relationship!" Is part of what you're feeling, you're hurt.

Helper: Like, "It's me."

Leader: "It's <u>me</u> you're talking to."

Helper: It's me. Then it becomes, Am I at fault? No, it's not me, it's the class situation.

Leader: (to group) One of the issues that's raised is: is it all right for people in the group to have special relationships with each other. Certain people in the group have indeed established closer, more trusting friendships. They feel a special caring for each other. And we have to hide them from the rest. If I say to the group, there's a special relationship between me and someone else here, is it a slap in the face?

Helper: I guess I felt our relationship wouldn't be accepted.

<u>Example</u> from a communication workshop.

Helpee: This feels right, but I have no certainty that I'm saying something real and meaningful. Yet, it's coming from somewhere. Just sometimes I know that it's real and ... but I don't know what it is. How I know it's real ....it feels like nothing is real until I can somehow be sure that I believe it. As long as I'm preparing, it's not solid.

Helper: You seem realest to me when I play ball with you in the gym. When you're fighting. When you're determined. Especially when you're fighting from

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behind. When you're six points behind, I can just feel the "I'm gonna take it."

Helpee: That's what feels real to me. I can't go into the bad part. If I can just fight all the time.

Helper: Yeah. The only time that spark comes is when you fight. I <u>like</u> that spark.

<u>Example</u> from a communication workshop, of probes about the helper's understanding and caring for the helpee.

Helpee: I was feeling very much alone in the situation, not knowing if anyone else understands it.

Helper: You're wondering if I understand how you're feeling.

Helpee: Maybe. There is something in there.

Helper: I think I understand some of the anguish that you're feeling, as I have felt in very painful relationships, and I was very relieved when I had the guts to breakaway. I have felt the anguish, maybe some of the anguish that you're feeling now, and your confusion in your relationship with Kim. You're also feeling your isolation from the rest of us.

Helpee: Very often that's the hardest part of it. Not being able to express.

(Later)

Helper: ...and other people in the class, including me now, somehow we're not communicating the same degree of caring for you and being really interested in you to help take away some of the hurt. Somehow you're not getting that message from us. So you pull away.

Leader: Susan, you're feeling guilty for not showing you caring for Joe.

Helper: Yeah, I am feeling guilty. But I'm working on how much do I really care for Joe? -- I do care for Joe, I do care for you, Joe, but I don't know to what extent I do care for you. To what degree I would put myself out for you.

Helpee: When I ask a question like that of myself, "How much do I care for somebody else?," I always end up wondering "How much is it focussed on the other person and how much is it just that my feelings are tied up with that person?" If the other person is feeling pain, it's not because I feel it too. I sometimes wonder if anything that I call caring in myself is basically that. I'm responding out of my own, to avoid my own pain, by helping another person. An awful lot of caring that I see in myself is really that.

Helper: You wonder if you, if you honestly are really caring...I feel some concern but somehow I'm too busy or I'm too rushed really to take the time.

Leader: You're holding yourself back.

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Helper: Yeah, I'm still pulling out.

Leader: You're cautious and guarded.

Helper: I think one of the reasons why I feel cautious and guarded is because of that one Wednesday class, a long time ago, when I think I was experiencing some of your pain around your relationship with Kim, and I was feeling very overwhelmed by your pain and just not sure of what I could do, if there was anything for me to do, to reach out to you, I think what I've done instead is, pull back, pull away, and not get involved because somehow -- and I want to stop pulling away now. I'm gonna try to communicate, Joe. And part of the deal is that you try to communicate back.

Leader: "Maybe I'll risk. But I want to be sure you'll risk."

(Later)

Leader: (to helper) I've felt the same battle with you, and it's almost the way you said it to Joe, "How much am I willing to go out of my way? How much am I willing to put out?" That's what you've said to me every time we've been in the crunch. "How much am I willing to give of me?"

Helper: Yes, that's true, everytime I come to see you that's the issue.

Leader: "Do I really have to work? I don't want it to take over my life." There's so much potential caring in you.

Helper: I don't want to lose myself when I give something of myself.

Leader: You do need strong guarantees. "My fear of loss is so great..." You really want a strong guarantee that I'm gonna do something with you.

Helper: I think as I get stronger, the guarantee doesn't have to be so strong.

A. Self-disclosure, type 0 C: Disclose the other's impact on you, that is, your feelings toward the other.

B. EXPERIENTIAL LEVELING with your feelings toward the other.

1. Think of a major problem you are experiencing in the immediate relationship with this intimate person. Ask "How is it for me with you? How are we doing?" Do not begin by asking a perfunctory "How are you?" Address yourself to the state of the relationship, the us. "What are the most important issues between us? How am I in this relationship? What issues in our relationship would most likely benefit from a constructive fight? What, in our relationship, is really eating at me?" Especially look at the more conflictive or hurtful aspects. Aim to share the rough edges, to actively explore conflict areas. Seek a fight for better

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understanding, in which both of you win, in which you exchange basic information about each other, in which your feelings can move forward, not a fight in which to land a knockout punch (adapted from Bach & Wyden, 1969).

2. Wait quietly for a while, letting words go by until you <u>freshly sense and express your bodily feel of the problem</u>. Let your words and bodily gestures come from your feelings, letting your feelings come through into your voice and bodily movements. Vigorously, intensely, express your bodily feelings in fresh, immediate, connotative words. "I am furious..." "My teeth stand on edge..." If you feel yourself blocking, focus on the nature of the blocking. If you feel yourself getting lost, take another moment of silence and listen for what freshly comes when you ask "What is central for me right now with him?" If the other interferes, ask him to be quiet with you for a while. Keep following your bodily feel of the problem as the feelings move forward to new levels.

3. <u>Own your feelings and delineate each other</u>. "I feel..." Tell what <u>you</u> feel like inside. When you intend to refer to <u>his</u> feelings or actions, make that equally clear. Specify who is the owner of the behavior. (Adapted from Gendlin, 1967, p. 377).

<u>Use the EXPERIENTIAL-DESCRIPTIVE, non-condemning formula</u>:

"I feel (describe your immediate inner experience) when you do (describe the action)." (Adapted from Dyer, 1969, p. 139). For example, "I find it maddening to live with the mess. I'm neat and orderly and it is driving me to distraction," rather than, "You are the messiest person I've ever seen! You don't care about tidiness or cleanliness. You are just terrible!" Note how in the latter statement, the speaker tells nothing of himself, of his own upsetness, of his own feelings of being driven to distraction, but gives only condemning judgements. (Adapted from Rogers, 1969, p. 113).

4. Carry forward what else you directly and feelingly have there. (a)

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Find the inward edge in your feelings. Find the why <u>in you</u> which makes you bored, stiff, detached, angry, tense, afraid, hurt, or worried. Focus on your needs with the other -- e.g., your need to be effective, your wish to be successful in helping -- and let your feelings move forward. Then, "I feel bored when you talk about the weather and social chit-chat" becomes "I want to hear more personally from you," or, "You tell me what happened, but I want to hear also what it all meant to you," or, "I get to thinking that all our time will be gone and I'll have to go without having done a thing for you, and that will bother me all day" (adapted from Gendlin, 1967, p. 390). "I'm just saying back words to you. Inside me I'm strangely stiff and detached -- maybe I'm keeping my own similar self-doubts from welling up." (b) Verbalize <u>ambivalence</u>. "Suppose I have strong hostile feelings toward another person to the extent that I feel like punching him in the nose. At the same time another set of values elicits some feelings of guilt about the hostile feelings; these other values suggest to me that I should be trying to understand and accept others the way they are. I do not want to live my life responding in quick, hostile, punishing ways toward others even if I currently feel that way. I do not want to adopt the scorpion theory that this is just the way I am; therefore, I will be congruent, and this makes everything justifiable....

"If I feel hostile and punishing toward another person and at the same time have feelings of concern or guilt for feeling this way in light of other values ...I share <u>all</u> of these feelings, not just the hostile ones. If I were truly congruent (and this demands that I be aware of <u>all</u> my own values and my range of feeling experience), then I should express the range of feelings toward the person in words such as these: 'John, when you try to dominate the meeting, I want to hit you on the nose. You make me feel very hostile and angry. But I don't like to feel that way. I also would like to accept you and work with you. How can I work out these feelings with you?' (Dyer, 1969, p. 166)."

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5. Open yourself to feedback. Empathize. Carry forward the other's reactions to you and himself.

6. Retain your sense of humor. Laugh or joke benevolently during the fight in ways that bring some moments of joyous relief to both of you.

Some don'ts

1. Dirty, hurtful, fighting, deflating the other's ego.

2. Uninvolved, passive, evasive, disengaged fighting, rolling with the punch, letting the other fellow fight.

3. Hiding behind a front-man. Disowning or displacing feelings by calling front men into play, quoting outsiders, or asking participant - observers to back you up. "Your mother says..." "The doctor says...."

4. Ridiculing, mocking humor; sarcastically enjoying the other's suffering or embarrassment; flippant clowning when the other is serious or upset; distracting the other's concern by joking.

5. There-and-then focus. Focus on old, rather than current, here-and-now concerns. Fighting about older or irrelevant situations, past failures, a third person.

6. Labelling or analyzing the other as belonging in a large category or pattern as contrasted with a focus on the other's specific actions or feelings. Seizing upon specific disagreeable actions and broadening them into generalized character traits, e.g. "Your bitchiness" "Your brown-nosing" or a more intellectual "Your paranoid distrust."

INSTRUCTIONS TO THE HELPER

You will now have a talk with each other. Your part is to think of a major problem you are now experiencing in your relationship with your partner. Choose a problem which is personal and of real importance in your lives. Ask yourself, "What in our relationship is really eating at me? .....How is it for me

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with him (her) now? ....."What is central for me right now with him (her)?....." Wait quietly for a while, without talking at yourself until you get a bodily feel of the problem. Then, let your words come from your gut reactions. Tell the other person what you feel like inside about the problem. When you begin, avoid using words which will condemn the other person. Instead, begin the talk with a non-condemning sentence, that is, "I feel...when you do such and such!" Once you've begun, carry forward what you directly and feelingly have there. Share all your feelings with your partner. Your feelings may be pulling you in many directions at the same time. You may feel two ways about him (her). Share this "pulling" with your partner. Finally, to repeat, remember to explore your feelings in your relationship which are really eating at you.

In the final part of your talk, you will switch and your partner is going to tell you what (s)he feels about the SAME problem. Your job, then, is to be as helpful as possible by showing that you understand how the other feels about what (s)he is telling you. Focus only on the other's concern and try to deepen its meaning for him (her).

Because your partner is expressing feelings about you, you will be very tempted to defend yourself...but hold back. Work at helping your partner explore his (her) feelings by showing a full understanding of what (s)he's feeling. It may be tempting to explain the problem away, or to defend yourself...but try to resist this and emphasize, instead, expressing your understanding of your partner.

To sum up you will first express your own feelings about a problem between you, and after I ask you to switch, you will try to show understanding of your partner's feelings toward you.

INSTRUCTIONS TO THE UNDERSTANDER

You will now have a talk with each other. Your partner is going to begin this talk by expressing a feeling (s)he has toward you or a feeling about your

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relationship together. Your job is to be as helpful as possible by showing that you understand how the other feels about what (s)he is telling you. Focus only on the other's concern and try to deepen its meaning for him (her).

Because your partner is expressing feelings about you, you will be very tempted to defend yourself...but hold back. Work at helping your partner explore his (her) feelings by showing a full understanding of what (s)he's feeling. It may be tempting to explain the problem away, or to defend yourself...but try to resist this and emphasize, instead, expressing your understanding of your partner.

In the final part of your talk, you will switch and you will then tell your partner what you feel like inside about the SAME problem. Ask yourself, "What is really eating at me about this problem? ....How is it for me with him (her) regarding the problem we've been talking about?...." Wait quietly for a while, without talking at yourself until you get a bodily feel of the problem. Then, let your words come from your gut reactions. Tell the other person what you feel like inside about the problem. When you begin, avoid using words which will condemn the other person. Instead, begin the talk with a non-condemning sentence, that is, "I feel...when you do such and such!" Once you've begun, carry forward what you directly and feelingly have there. Share all your feelings with your partner. Your feelings may be pulling you in many directions at the same time. You may feel two ways about him (her). Share this "pulling" with your partner Finally, to repeat, remember to explore your feelings in your relationship which are really eating at you.

To sum up, you will first try to show understanding of your partner's feelings toward you and after I ask you to switch, you will express your own feelings about the problem between you.

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LEVELING FEEDBACK PROFILE

After a confrontation, develop a profile of each person's "fight style" by marking each item with a dot as plus, minus or zero (use the zero if you cannot classify as plus or minus). Connecting the dots with a solid line gives the "profile." Ratings of a dyad can be pooled by group members and a profile drawn from the majority ratings. Each member of the dyad can then explore the meaning of his "fight style."

	+	o	-	+	o	-	
1. Shared rough edges							Avoided a hassle
2. Shared range of feelings							Stopped at outer edge of feel
3. Close to feelings							Remote from feelings
4. Owned feelings							Disowned feelings
5. Current issues with other							There-and-then
6. Specific actions/feelings							Labelling/categorizing
7. Descriptive, non-condemning							Judgmental, condemning
8. Clean, above the belt							Dirty, below the belt
9. Involved							Uninvolved
10. Benevolent humor							Sarcastic/distracting humor
11. Opened to feedback							Impervious to reactions

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Examples of Experiential Leveling.

Example of experiential leveling and crisis precipitation from a parent counselling session.

A powerful executive-type father of a passive-aggressive boy was vigorously cross-examining the child's therapist about what was wrong with the boy, about the effectiveness of play therapy, about improvements noted, etc. The boy's therapist felt his insides tightening, his jaws clench, his teeth stand on edge. In an experiential-descriptive manner, the boy's therapist described with immediacy, his gut reactions to the father and pointed out that the man's own therapist guardedly chose his words with his hand covering his mouth. The boy's therapist connected these reactions to the man's cross-examining "pinning-me-to-the-wall" manner and raised the possibility that the man's passive-aggressive son was responding to him in the same way. This shocking confrontation precipitated a crisis in which the father first checked out the therapist's experience of him with his wife, children and business associates. He thought his behavior was part of his being super-responsible, super-competent. He did not believe that he was scaring people. Yet, one of his own values was to be a constructive person, not a frightening person. At a deeper level, he did not want to do what his own father had done to him, yet he now found that he had kept his father from stepping on him only by copying his father's ways. The man began a period of intensive self-confrontation. For two weeks, he literally stopped all "practical" work at his regular job. He asked his colleagues "Am I like this?" He jetted across the continent to visit his sister and checked himself out with her. During this crisis, the therapist had his heart in his mouth, worrying, "Will he pull together? What did I do? He is in fact super-responsible. He is supporting many people in his work. What happens to him and to them if this work stoppage lasts a long time?" The man, who had risen to many challenges in his life, took a hard look, and rose to this one. A process of intensive self-exploration, coupled with constructive personality change, ensued. (Adapted from Hallowitz, Bierman, Harrison & Stulberg, 1967)

Example of experiential leveling in a communication workshop Session.

She: What comes to me most is almost a lack of a hassle between us. I feel shut out from you.

He: Almost no contact at all.

She: Very superficial contact. Mostly I feel shut out. I can't grab hold of you. I think partly I don't try very hard but another part of me just -- moves away. You know, I, I get the feeling of just a wall.

He: There's no way at all that I'll let you in.

She: Yeah. Like the chair facing the back. Really of being cut off. I get two feelings. One of just wanting to hit you, like I've been promising to do for a couple of days. And another feeling that really hitting you is what you want but it should come another way. I, I get tied up between those two things. Of wanting to make contact but not knowing how.

He: "How do I do it?"

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She: I'd really like to hit you. But I don't think that would make any difference.

He: It sounds like that's not really what you want to do.

She: Yeah, it's telling you I'm mad, but that's as far as it goes, and I don't want that.

He: "Why the hell is he shutting me out?"

She: Where can I get hold? I get a feeling of a, a coolness an iciness, a kind of detachment that I don't think is really you. Maybe that's what makes me so mad. Uh -- like I don't think you're really the cool Frank Burns.

He: But everything that takes place between us ...

She: ... is, is one that level.

He: I get the feeling now of you banging against my door. That's a new feeling.

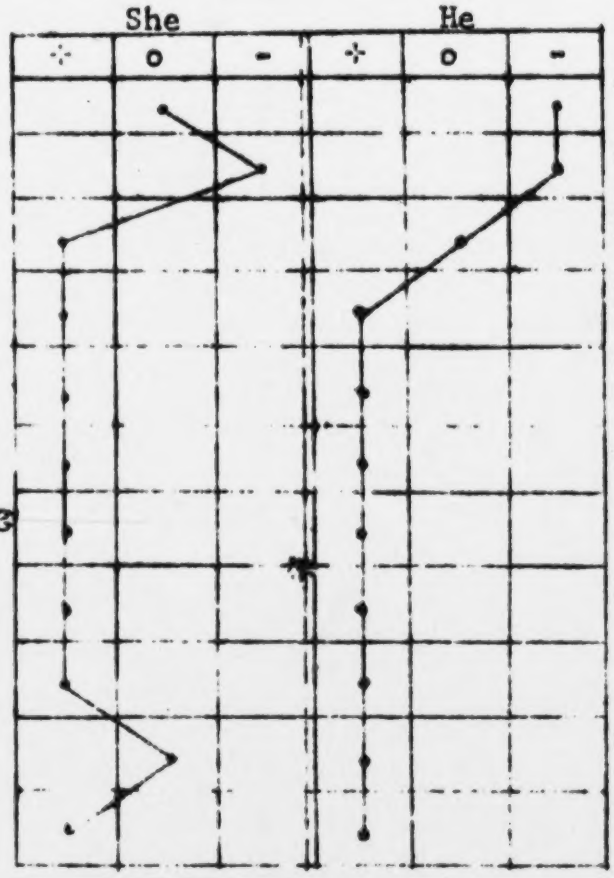
Leader: Switch.

She: You didn't have the feeling of my trying to make contact.

He: I'm gonna have to keep what you said strongly in my mind to try to counteract some of my stuff. What stops me, is I don't want to let go.

She: It's frightening to you to let go.

Later the eleven member group pooled ratings to give the following feedback on the pairs leveling profiles.



1. Shared rough edges — Avoided a hassle
2. Shared range of feelings — Stopped at outer ed feeling
3. Close to feelings — Remote from feeling
4. Owned feelings — Disowned feelings
5. Current issues with other — There-and-then
6. Specific actions/feelings — Labeling/categoriz
7. Descriptive, non-condemning — Judgmental, condem
8. Clean, above the belt — Dirty, below the b
9. Involved — Uninvolved
10. Benevolent humor — Sarcastic/distract
11. Opened to feedback — Impervious to reac

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The pair was then asked what the profiles meant to them.

She: I hear, well I also experience too, that I need more directness, more kind of focus, more (sigh) more intensity and more, what sounds to me like more gut. Uh (sigh) and, in addition to that, like a general explanation, like a deepening of the encounter.

Leader: Like you went with a piece of it. But you hedged on the fullness.

She: Yeah, in a sense. There's more to it. You know. And like as a helper, I couldn't rate myself, because at that point, when I get all, when that feeling's churning, I couldn't think of what I'm doing, you know, I just respond (laugh) and so I can't think about what's coming out of my mouth.

Leader: There's a flood of feelings inside of you.

She: Yeah, like just whooo!

Leader: But it came out much more controlled.

She: Yeah.

Leader: I think that's what we're saying. It wasn't the fullness that came across.

She: I think I'm talking about the fullness of my feelings, and then trying to be helper.

Leader: You hadn't finished. In other words, I switched on you too soon. Is that part of it?

She: It might be. I don't know. It was just that, the whole, the whole encounter thing got me going so much that my head didn't work.

Leader: Your guts were working.

She: That to me is kind of a frightening feeling.

Leader: You weren't figuring him out any more.

She: Not even not figuring him out. Not having uh...

Leader: Control.

She: Not having control, not even, not having any kind of head sense of Frank, but just a gut sense that goes.

Leader: Just plunging in.

She: Uh, that's scary (laugh).

Leader: Yes, yes, just plunging in and moving by instinct, that's scary.

She: (laugh).

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Leader: I had that last night in working with a guy and I literally felt that I was fighting for his life. And I had to feel that fear and just plunge ahead, without any, with just trusting my instincts that I knew what to do. Really frightening. Almost blind.

She: That's the feeling, blind.

Leader: Blind, I only had my smell and my feel. -- O. K., the intensity wasn't on the open, and maybe what your afraid of if the intensity comes that you'll fight a dirty fight. I don't know. But you fought a clean one, with low intensity.

She: Yeah (laugh).

Leader: The scare is "What if I really get hot? If I really get hot, will I clobber?"

She: Well I wouldn't mind hitting him. I mean, that to me is clean fighting.

Leader: I mean clobbering, destroying him.

She: That's one of the things that scares me about the really intense. Yeah. Because then in another sense I'm also blind. But, it's a blindness that doesn't take in the other person at all. And that's me when I'm raging.

Leader: When you reach the boiling point, you see blood. "Can I feel my angers and <u>not go after blood</u>?"

She: I'm not sure about that.

Leader: "I haven't learned to do that, to really count on it." You know, it's possible to be furious and not to kill.

She: And I don't think I've ever let myself be that furious to experience that. I'll pull back first. -- But this didn't hurt so much, so maybe ...

Leader: O. K. Frank, what do you make out of it?

He: I was thinking about what had happened as far as getting in deeper, which didn't happen, and sort of sharp the rough edges instead of going for the good solution. When you started talking about that, the primary feeling I got was: Yeah, right. And, and I knew what you were saying, and I had a feeling of what you were gonna say before it came. Um, I had to fight back two things. One, a feeling of saying "Yeah, I know, now what can we do about it?" And I was trying to keep these things out of my mind. I felt that, rather then getting deeper into it -- and into the conflict, my own way was to say "O. K. Now what happens?"

Group Member: I sense this as "what happens in the future?" Not, "<u>now</u> what happens?" You jumped from what's happening now into the gap. But it stops when you go into the future.

She: For me. Frank, when we were doing it, right then that was a big change.

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III. Direction of the encounter: accent acting, choosing, taking responsibilities.

A. Explicit challenge the use of self-consistency as a criterion for life decisions. Loosen the identification with the Self. Move the person toward re-experiencing his wholeness, his responsibility in anf for his actions. Encourage, meeting each situation with fresh awareness (including the awareness of similar past experiences) and with fresh ability to choose in terms of the intrinsic properties of the alternatives in the situation and the creativity of the person (Adapted from Bugental, 1965, p. 324.)

Examples.

"You have never done that sort of thing in the past, you say. What's that got to do with now? (Bugental, 1965, p. 325)"

"Well, if you're not a queer underneath, what are you underneath?..... I want to know what you mean by 'underneath.' What would it mean to be or not to be a 'queer' or anything else 'underneath?' .... In your genes? ... I think you mean in part, 'Maybe I don't have to take responsibility for all my choices. Maybe some mysterious thing basically in me makes some of the choices.' ...So you lost the chance to just be there feeling your feelings in the situation because of this idea you were something or other underneath or basically (Bugental, 1965, pp. 325-326)."

"You really sound pretty enthusiastic when you get going on cussing yourself out. .... You're just no good, huh? ....Well, there's really nothing to feel badly about, is there? ... Well, you're no good and you never have been any good. So plainly it's not your responsibility. Somebody else messed you up: God or your parents, but you don't have to carry the load. ...Sure, you're taking the blame and doging the responsibility. ... Is it? I don't think so. (I don't think blame and responsibility are the same thing.) I've heard you take the blame a dozen times, and all I can see that it does is pay a little emotional bill for your drunk. Then the next time you can't deal with things you can get drunk again and pay the bill with blaming yourself and do it all over. You've never taken responsibility for yourself, only blame. ....(The difference is) Just this: If you took responsibility for the feeling you had before you started to drink, if you took responsibility for starting to drink, if you took responsibility for the way you treat Leah and the kids when you're loaded -- instead of blaming it on the alcohol -- If you took it on yourself to know what you were doing at each of those points, what do you think would happen? ...That's the point.' Before you know it --' You're not taking responsibility. All you do is sing the 'Ain't I bad!' song so you can do it all over again (adapted from Bugental, 1965, pp. 339-340).

B. Confront with choices.

Examples. "So you decided to let her go with John? ....No, you've decided too. You've chosen to let her go with John ... What you're doing is accepting her insistence. ...So you've decided to forbid her to go with John. I didn't say that you should do anything. You have a choice here, but you seem to be insisting that either your daughter is making a choice or that I am. It's a hard choice (Bugental, 1965, pp. 345-346)."

"Whether you agree with me all the time or disagree just to please me, you're doing the same thing: Both are ways of demanding that I be right all the time and thus relieve you of responsibility for yourself (Bugental, 1965, p. 350)."

"After we are sure we want to continue meeting, we can discuss the fee. If we don't agree on the financial part of our contract, it is better we part on that basis. Otherwise the necessity of personal choice is obscured by issues of money (Steinzor, 1967, p. 13)."

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"You probably expect me to interview you, to ask you why you are here and to determine whether I think I can help you or whether I think you need help. If this is necessary in your case, you would be a usual 'case.' But as I'm here to discover something about you, you are here to discover me, too. I'll be glad to answer any questions you have about me as clearly as I can. If I don't know the answer, I'll, of course, say so (Steinzor, 1967, p. 11)."

"The only absolute position I take is that neither the patient nor I has the right to determine whether he or anyone else should live or die. Murder or suicide is one action about which no therapist has the right to say to the patient, implicitly, or explicitly, 'That is your choice.' (Steinzor, 1967, p. 28)."

Example from a communication workshop session. "...You can make it an exercise, you make me feel like it's an exercise. You want to keep it that way. It's not an exercise for me....Every time that I've been with you in group, Jean, you know that this has happened ....When are you gonna do something about that? I know you don't like it....You don't have to get a master's degree this way, if you don't want this ... But this is the kind of program this is. There's personality programs and there are child programs and people have made those choices if they say "No, I don't want this." ... I'm drawing the issue that way. You don't want to draw the issue but I am. I mean, what the hell are you doing here' ... Yes, you are (being singled out) ... Everyone gets singled out ... I know so ... Who? Jean has consistently said "No," ... You want to raise the issue for Ken? .... I'll raise it for anyone who says "No, I just want to go through the motions." I've raised it with others when I've felt the door shut the way Jean shuts it. And I'll take your challenge and I'll say "O. K., what about you too, Ken?" ... She says you are ... Jean has said "No." She's said "No," to me every fucking time I've been here with her ... You have! Everytime! ... Well you always feel "No" and I'm saying, alright you have a right to feel "No" and you just now told me you feel "No" generally. So own up to it, dammit!"

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Appendix XV

Immediacy of Relationship in Interpersonal Processes. I

A Scale for Measurement[1]

Level 1
The verbal and behavioral expressions of the helper disregard the content and affect of the helpee's expressions which have the potential for relating to the helper.
Example: The helper may simply ignore all helpee communications, whether direct or indirect, which deal with the helper-helpee relationship.
In summary, the helper simply disregards all of those helpee messages that are related to the helper.

Level 2
The verbal and behavioral expressions of the helper disregard most of the helpee expressions which have the potential for relating to the helper.
Example: Even if the helpee is talking about helping personnel in general the helper may, in general, remain silent or just not relate the content to himself.
In summary, the helper appears to choose to disregard most of those helpee messages that are related to the helper.

Level 3
The verbal and behavioral expressions of the helper, while open to interpretations of immediacy, do not relate what the helpee is saying to what is going on between helper and helpee in the immediate moment.
Example: The helper may make literal responses or reflections to the helpee's expressions or otherwise open-ended responses that refer to no one specifically but which might refer to the helper.
In summary, while the helper does not extend the helpee's expressions to immediacy, he is not closed to such interpretations. Level 3 constitutes the minimum level of facilitative interpersonal functioning.

Level 4
The verbal and behavioral expressions of the helper appear cautiously to relate the helpee's expressions directly to the helper-helpee relationship.
Example: The helper attempts to relate the helpee's responses to himself but does so in a tentative manner.
In summary, the helper relates the helpee's responses to himself in an open, cautious manner.

Level 5
The verbal and behavioral expressions of the helper relate the helpee's expressions directly to the helper-helpee relationship.
Example: The helper in a direct and explicit manner relates the helpee's expressions to himself.
In summary, the helper is not hesitant in making explicit interpretations of the helper-helpee relationship.

1. The present scale is a revision of earlier versions of immediate relationship scales (Berenson and Mitchell, 1968; Leitner and Berenson, 1967).

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Appendix XVI

Scale 4

Facilitative Self Disclosure in Interpersonal Processes

An Experimental Scale for Measurement[1]

James C. Martin and Robert R. Carkhuff

Level 1

The first person actively attempts to remain detached from the second person(s) and discloses nothing about his own feelings or personality to the second person(s) or if he does disclose himself, does so in a way that is not tuned to the second person's interests and may even retard the second person's general progress.

Example: The first person may attempt, whether awkwardly or skillfully, to divert the second person's attention away from focusing upon personal questions concerning the first person or his self-disclosures may be ego shattering for the second person(s) and may ultimately cause him to lose faith in the first person.

In summary, the first person actively attempts to remain ambiguous and an unknown quantity to the second person(s) or if he is self-disclosing, he does so solely out of his own needs and is oblivious to the needs of the second person(s).

Level 2

The first person, while not always appearing actively to avoid self-disclosures, never volunteers personal information about himself.

Example: The first person may respond briefly to direct questions from the client about himself, however, he does so hesitantly and never provides more information about himself than the second person(s) specifically requests

In summary, the second person(s) either does not ask about the personality of the first person, or if he does, the barest minimum of brief, vague and superficial responses are offered by the first person.

Level 3

The first person volunteers personal information about himself which may be in keeping with the second person's interest but this information is often vague and indicates little about the unique character of the first person.

Example: While the first person volunteers personal information and never gives the impression that he does not wish to disclose more about himself, nevertheless, the content of his verbalizations are generally centered upon his reactions to the second person(s) and his ideas concerning their interaction.

In summary, the first person may introduce more abstract, personal ideas in accord with the second person's interests, but these ideas do not stamp him as a unique person. Level 3 constitutes the minimum level of facilitative interpersonal functioning.

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Level 4

The facilitator freely volunteers information about his personal ideas, attitudes and experiences in accord with the second person's interests and concerns.

Example: The facilitator may discuss personal ideas in both depth and detail and his expressions reveal him to be a unique individual.

In summary, the facilitator is free and spontaneous in volunteering personal information about himself and in so doing, may reveal in a constructive fashion quite intimate material about his own feelings, values and beliefs.

Level 5

The facilitator volunteers very intimate and often detailed material about his own personality and in keeping with the second person's needs, may express information which might be extremely embarrassing under different circumstances or if revealed by the second person to an outsider.

Example: The facilitator gives the impression of holding nothing back and of disclosing his feelings and ideas fully and completely to the second person(s) and if some of his feelings are negative concerning the second person(s), the facilitator employs them constructively as a basis for an open-ended inquiry.

In summary, the facilitator is operating in a constructive fashion at the most intimate levels of self-disclosure.

[1]The present scale, "Facilitative self-disclosure in interpersonal processes has been derived in part from "A tentative scale for the measurement of therapist self-disclosure" by W. Dickenson which has been validated in process and outcome research in counseling and psychotherapy (summarized in Truax and Carkhuff, 1967). In addition, similar measures of similar constructs have received support in the literature of counseling and therapy. The present scale was written to apply to all interpersonal processes and represents a systematic attempt to reduce the ambiguity and increase the reliability of the earlier scale. In the process many important delineations and additions have been made, for comparative purposes, a particular point of difference in the scales is the consideration given to non-facilitative self-disclosure in the present scale. Level 1 of the present scale is approximately equal to Stages 1 and 2 of the earlier scale; Level 2 to Stages 3 and 4; Level 3 to Stages 5 and 6; Level 4 to Stages 7 and 8; Level 5 to Stage 9.

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Appendix XVII

Facilitative Genuineness in Interpersonal Processes

A Scale for Measurement[1]

Robert R. Carkhuff

Level 1
The first person's verbalizations are clearly unrelated to what he is feeling at the moment, or his only genuine responses are negative in regard to the second person(s) and appear to have a totally destructive effect upon the second person.

Example: The first person may be defensive in his interaction with the second person(s) and this defensiveness may be demonstrated in the content of his words or his voice quality and where he is defensive he does not employ his reaction as a basis for potentially valuable inquiry into the relationship.

In summary, there is evidence of a considerable discrepancy between the first person's inner experiencing and his current verbalizations or where there is no discrepancy, the first person's reactions are employed solely in a destructive fashion.

Level 2
The first person's verbalizations are slightly unrelated to what he is feeling at the moment or when his responses are genuine they are negative in regard to the second person and the first person does not appear to know how to employ his negative reactions constructively as a basis for inquiry into the relationship.

Example: The first person may respond to the second person(s) in a "professional" manner that has a rehearsed quality or a quality concerning the way a helper should respond in that situation.

In summary, the first person is usually responding according to his prescribed "role" rather than to express what he personally feels or means and when he is genuine his responses are negative and he is unable to employ them as a basis for further inquiry.

Level 3
The first person provides no "negative" cues between what he says and what he feels, but he provides no positive cues to indicate a really genuine response to the second person(s).

Example: The first person may listen and follow the second person(s) but commits nothing more of himself.

In summary, the first person appears to make appropriate responses which do not seem insincere but which do not reflect any real involvement either. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4
The facilitator presents some positive cues indicating a genuine response (whether positive or negative) in a non-destructive manner to the second person(s).

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Example: The facilitator's expressions are congruent with his feelings although he may be somewhat hesitant about expressing them fully.

In summary, the facilitator responds with many of his own feelings and there is no doubt as to whether he really means what he says and he is able to employ his responses whatever their emotional content, as a basis for further inquiry into the relationship.

Level 5

The facilitator is freely and deeply himself in a non-exploitative relationship with the second person(s).

Example: The facilitator is completely spontaneous in his interaction and open to experiences of all types, both pleasant and hurtful; and in the event of hurtful responses the facilitator's comments are employed constructively to open a further area of inquiry for both the facilitator and the second person.

In summary, the facilitator is clearly being himself and yet employing his own genuine responses constructively.

[1]The present scale, "Facilitative genuineness in interpersonal processes" has been derived in part from "A tentative scale for the measurement of therapist genuineness or self-congruence" by C. B. Truax which has been validated in extensive process and outcome research on counseling and psychotherapy (summarized in Truax and Carkhuff, 1967) and in part from an earlier version which has been similarly validated (summarized in Carkhuff and Berenson, 1967). In addition, similar measures of similar constructs have received support in the literature of counseling and therapy and education. The present scale was written to apply to all interpersonal processes and represents a systematic attempt to reduce the ambiguity and increase the reliability of the scale. In the process, many important delineations and additions have been made. For comparative purposes, the levels of the present scale are approximately equal to the stages of the earlier scale, although the systematic emphasis upon the constructive employment of negative reactions represents a pronounced divergence of emphasis.

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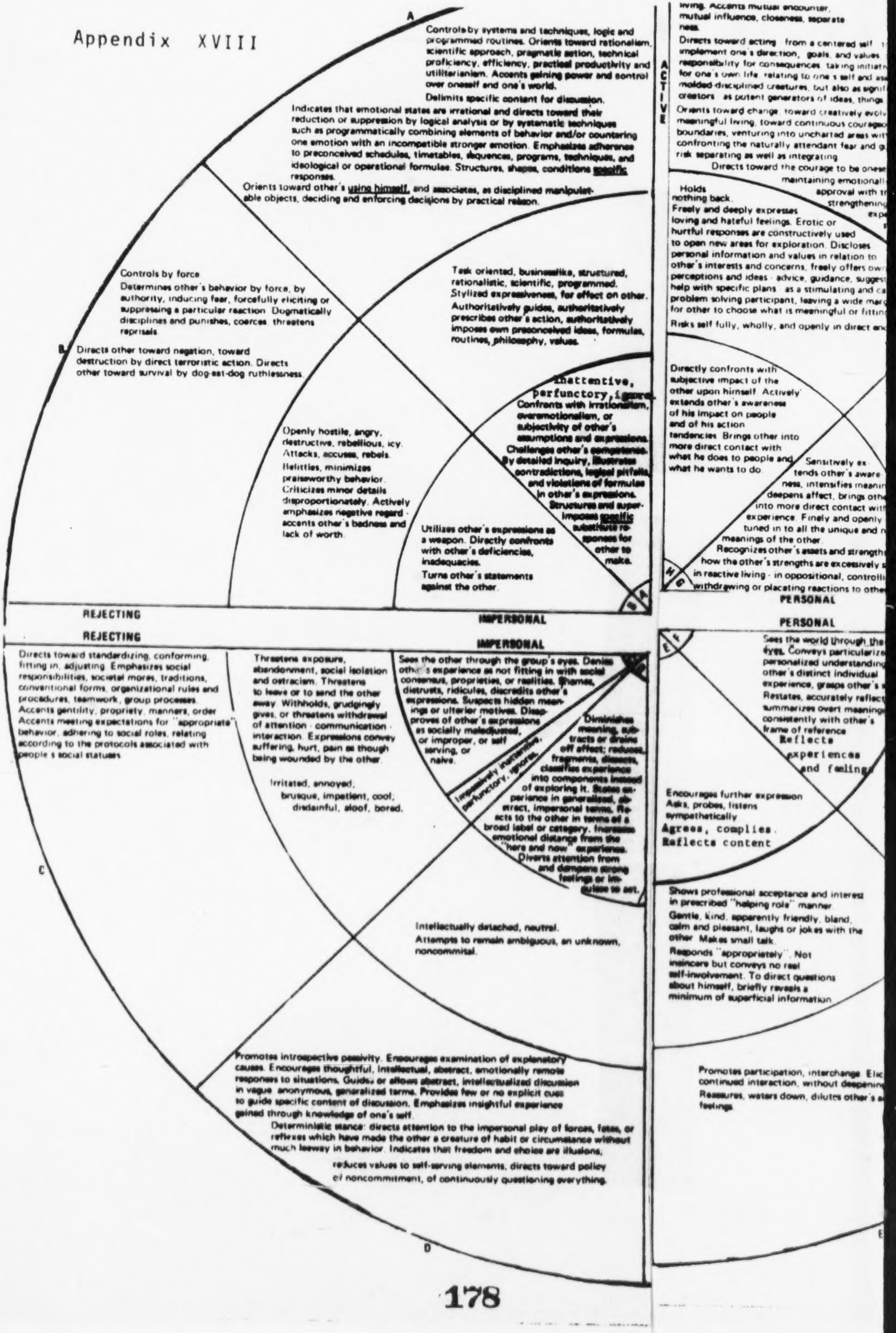
Appendix XVIII


A
Controls by systems and techniques, logic and programmed routines. Orients toward rationalism, scientific approach, pragmatic action, technical proficiency, efficiency, practical productivity and utilitarianism. Accents gaining power and control over oneself and one's world.
Delimits specific content for discussion.
Indicates that emotional states are irrational and directs toward their reduction or suppression by logical analysis or by systematic techniques such as programmatically combining elements of behavior and/or countering one emotion with an incompatible stronger emotion. Emphasizes adherence to preconceived schedules, timetables, sequences, programs, techniques, and ideological or operational formulae. Structures, shapes, conditions specific responses.
Orients toward other's using himself, and associates, as disciplined manipulatable objects, deciding and enforcing decisions by practical reason.
Controls by force
Determines other's behavior by force, by authority, inducing fear, forcefully eliciting or suppressing a particular reaction. Dogmatically disciplines and punishes, coerces, threatens reprisals.
B
Directs other toward negation, toward destruction by direct terroristic action. Directs other toward survival by dog-eat-dog ruthlessness.
Task oriented, businesslike, structured, rationalistic, scientific, programmed.
Stylized expressiveness, for effect on other.
Authoritatively guides, authoritatively prescribes other's action, authoritatively imposes own preconceived ideas, formulas, routines, philosophy, values.
Openly hostile, angry, destructive, rebellious, icy.
Attacks, accuses, rebels.
Belittles, minimizes praiseworthy behavior.
Criticizes minor details disproportionately. Actively emphasizes negative regard - accents other's badness and lack of worth.
Inattentive, perfunctory, ignores.
Confronts with irrationalism, overemotionalism, or subjectivity of other's assumptions and expressions.
Challenges other's competence.
By detailed inquiry, illustrates contradictions, logical pitfalls, and violations of formulae in other's expressions.
Structures and superimposes specific substitute responses for other to make.
Utilizes other's expressions as a weapon. Directly confronts with other's deficiencies, inadequacies.
Turns other's statements against the other.
REJECTING
IMPERSONAL
REJECTING
IMPERSONAL
Directs toward standardizing, conforming, fitting in, adjusting. Emphasizes social responsibilities, societal mores, traditions, conventional forms, organizational rules and procedures, teamwork, group processes.
Accents gentility, propriety, manners, order.
Accents meeting expectations for "appropriate" behavior, adhering to social roles, relating according to the protocols associated with people's social statuses.
Threatens exposure, abandonment, social isolation and ostracism. Threatens to leave or to send the other away. Withholds, grudgingly gives, or threatens withdrawal of attention - communication - interaction. Expresses convey suffering, hurt, pain as though being wounded by the other.
Irritated, annoyed, brusque, impatient, cool, disdainful, aloof, bored.
Sees the other through the group's eyes. Denies other's experience as not fitting in with social consensus, proprieties, or realities. Shames, distrusts, ridicules, discredits other's expressions. Suspects hidden meanings or ulterior motives. Disapproves of other's expressions as socially maladjusted, or improper, or self serving, or naive.
Impassively inattentive, perfunctory, ignores.
Diminishes meaning, subtracts or drains off affect; reduces, fragments, dissects, classifies experience into components instead of exploring it. States experience in generalized, abstract, impersonal terms. Reacts to the other in terms of a broad label or category. Increases emotional distance from the "here and now" experience. Diverts attention from and dampens strong feelings or impulse to act.
C
Intellectually detached, neutral.
Attempts to remain ambiguous, an unknown, noncommital.
Promotes introspective passivity. Encourages examination of explanatory causes. Encourages thoughtful, intellectual, abstract, emotionally remote responses to situations. Guides or allows abstract, intellectualized discussion in vague, anonymous, generalized terms. Provides few or no explicit cues to guide specific content of discussion. Emphasizes insightful experience gained through knowledge of one's self.
Deterministic stance: directs attention to the impersonal play of forces, fates, or reflexes which have made the other a creature of habit or circumstance without much leeway in behavior. Indicates that freedom and choice are illusions, reduces values to self-serving elements, directs toward policy of noncommitment, of continuously questioning everything.
D
ACTIVE
living. Accents mutual encounter, mutual influence, closeness, separateness.
Directs toward acting - from a centered self - to implement one's direction, goals, and values - responsibility for consequences, taking initiative for one's own life, relating to one's self and as molded-disciplined creatures, but also as signif creators - as potent generators of ideas, things
Orients toward change, toward creatively evolv meaningful living, toward continuous courageo boundaries, venturing into uncharted areas wit confronting the naturally attendant fear and g risk separating as well as integrating
Directs toward the courage to be onese maintaining emotionall
Holds nothing back.
approval with t strengthening
Freely and deeply expresses loving and hateful feelings. Erotic or hurtful responses are constructively used to open new areas for exploration. Discloses personal information and values in relation to other's interests and concerns, freely offers own perceptions and ideas - advice, guidance, suggest help with specific plans - as a stimulating and ca problem solving participant, leaving a wide marg for other to choose what is meaningful or fittin
Risks self fully, wholly, and openly in direct en
Directly confronts with subjective impact of the other upon himself. Actively extends other's awareness of his impact on people and of his action tendencies. Brings other into more direct contact with what he does to people and what he wants to do.
Sensitively ex tends other's aware ness, intensifies meanin deepens affect, brings othe into more direct contact wit experience. Finely and openly tuned in to all the unique and n meanings of the other.
Recognizes other's assets and strength how the other's strengths are excessively in reactive living - in oppositional, controlli withdrawing or placating reactions to othe
PERSONAL
PERSONAL
Sees the world through the eyes. Conveys particularize personalized understandin other's distinct individual experience, grasps other's Restates, accurately reflect summarizes overt meanings consistently with other's frame of reference
Reflects experiences and feelings
Encourages further expression
Asks, probes, listens sympathetically
Agrees, complies.
Reflects content
Shows professional acceptance and interest in prescribed "helping role" manner.
Gentle, kind, apparently friendly, bland, calm and pleasant, laughs or jokes with the other. Makes small talk.
Responds "appropriately". Not insincere but conveys no real self-involvement. To direct questions about himself, briefly reveals a minimum of superficial information.
Promotes participation, interchange. Elic continued interaction, without deepenin
Reassures, waters down, dilutes other's feelings.

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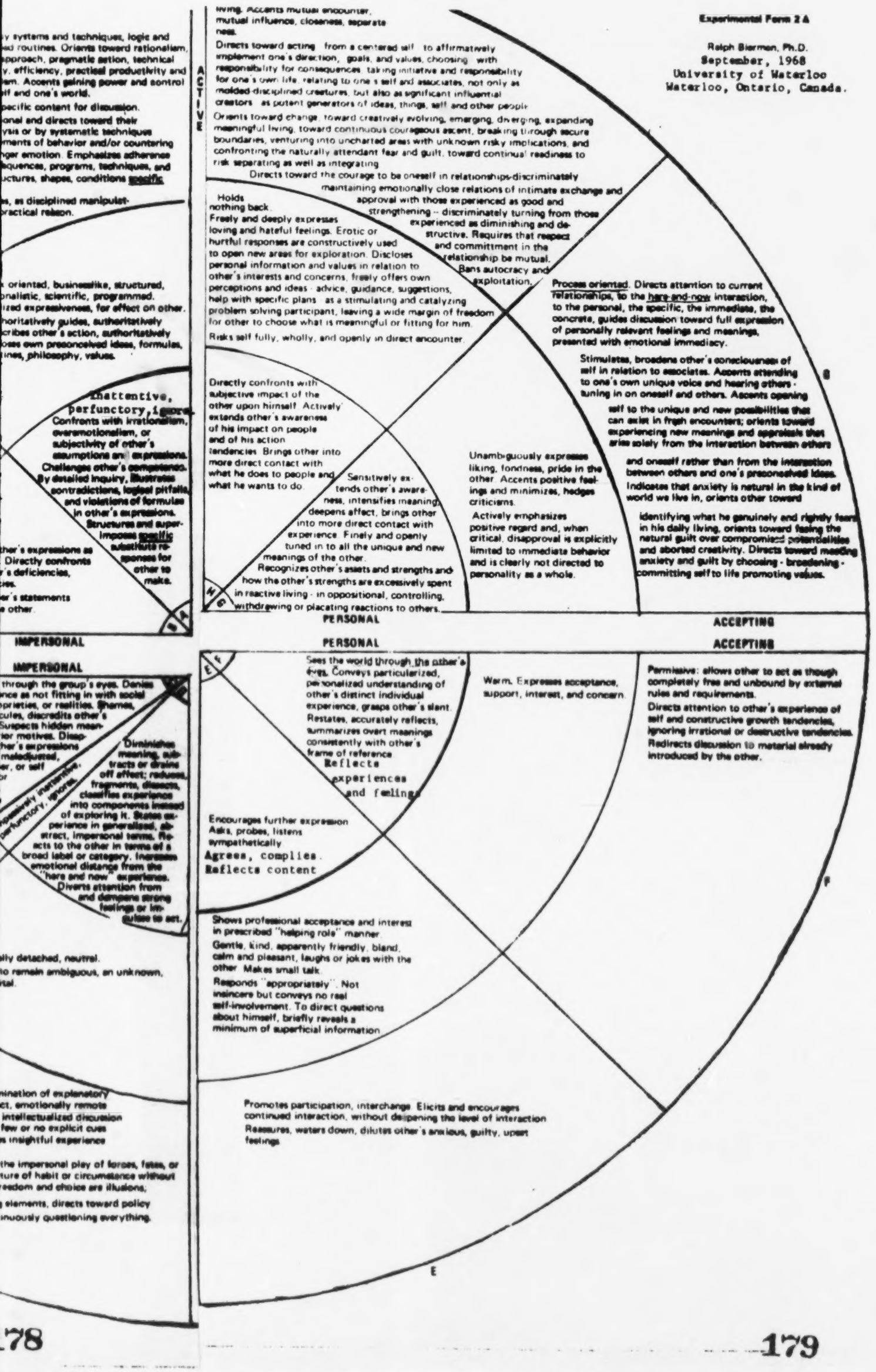
Experimental Form 2 A

Ralph Blerman, Ph.D.
September, 1968
University of Waterloo
Waterloo, Ontario, Canada.


ACTIVE
IMPERSONAL
PERSONAL
ACCEPTING
living. Accents mutual encounter, mutual influence, closeness, separateness.
Directs toward acting from a centered self to affirmatively implement one's direction, goals, and values; choosing with responsibility for consequences; taking initiative and responsibility for one's own life; relating to one's self and associates, not only as molded-disciplined creatures, but also as significant influential creators as potent generators of ideas, things, self and other people
Orients toward change, toward creatively evolving, emerging, diverging, expanding meaningful living, toward continuous courageous ascent, breaking through secure boundaries, venturing into uncharted areas with unknown risky implications, and confronting the naturally attendant fear and guilt; toward continual readiness to risk separating as well as integrating
Directs toward the courage to be oneself in relationships-discriminately maintaining emotionally close relations of intimate exchange and approval with those experienced as good and strengthening -- discriminately turning from those experienced as diminishing and destructive. Requires that respect and committment in the relationship be mutual. Bans autocracy and exploitation.
Holds nothing back. Freely and deeply expresses loving and hateful feelings. Erotic or hurtful responses are constructively used to open new areas for exploration. Discloses personal information and values in relation to other's interests and concerns; freely offers own perceptions and ideas - advice, guidance, suggestions, help with specific plans as a stimulating and catalyzing problem solving participant, leaving a wide margin of freedom for other to choose what is meaningful or fitting for him.
Risks self fully, wholly, and openly in direct encounter.
Process oriented. Directs attention to current relationships, to the here-and-now interaction, to the personal, the specific, the immediate, the concrete, guides discussion toward full expression of personally relevant feelings and meanings, presented with emotional immediacy.
Stimulates, broadens other's consciousness of self in relation to associates. Accents attending to one's own unique voice and hearing others - tuning in on oneself and others. Accents opening self to the unique and new possibilities that can exist in fresh encounters; orients toward experiencing new meanings and appraisals that arise solely from the intersection between others and oneself rather than from the intersection between others and one's preconceived ideas.
Indicates that anxiety is natural in the kind of world we live in, orients other toward identifying what he genuinely and rightly fears in his daily living, orients toward feeling the natural guilt over compromised potentialities and aborted creativity. Directs toward meeting anxiety and guilt by choosing - broadening - committing self to life promoting values.
Directly confronts with subjective impact of the other upon himself. Actively extends other's awareness of his impact on people and of his action tendencies. Brings other into more direct contact with what he does to people and what he wants to do.
Sensitively extends other's awareness, intensifies meaning, deepens affect, brings other into more direct contact with experience. Finely and openly tuned in to all the unique and new meanings of the other.
Recognizes other's assets and strengths and how the other's strengths are excessively spent in reactive living - in oppositional, controlling, withdrawing or placating reactions to others.
Unambiguously expresses liking, fondness, pride in the other. Accents positive feelings and minimizes, hedges criticisms.
Actively emphasizes positive regard and, when critical, disapproval is explicitly limited to immediate behavior and is clearly not directed to personality as a whole.
Sees the world through the other's eyes. Conveys particularized, personalized understanding of other's distinct individual experience, grasps other's slant.
Restates, accurately reflects, summarizes overt meanings consistently with other's frame of reference.
Reflects experiences and feelings
Warm. Expresses acceptance, support, interest, and concern.
Permissive: allows other to act as though completely free and unbound by external rules and requirements.
Directs attention to other's experience of self and constructive growth tendencies, ignoring irrational or destructive tendencies.
Redirects discussion to material already introduced by the other.
Encourages further expression
Asks, probes, listens sympathetically.
Agrees, complies.
Reflects content
Shows professional acceptance and interest in prescribed "helping role" manner.
Gentle, kind, apparently friendly, bland, calm and pleasant, laughs or jokes with the other. Makes small talk.
Responds "appropriately". Not insincere but conveys no real self-involvement. To direct questions about himself, briefly reveals a minimum of superficial information.
Promotes participation, interchange. Elicits and encourages continued interaction, without deepening the level of interaction.
Reassures, waters down, dilutes other's anxious, guilty, upset feelings.
E
P
systems and techniques, logic and routines. Orients toward rationalism, approach, pragmatic action, technical efficiency, practical productivity and gain. Accents gaining power and control of and one's world.
specific content for discussion.
onal and directs toward their ysis or by systematic techniques ments of behavior and/or countering nger emotion. Emphasizes adherence sequences, programs, techniques, and uctures, shapes, conditions specific
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oriented, businesslike, structured, nalistic, scientific, programmed. ized expressiveness, for effect on other. horitatively guides, authoritatively cribes other's action, authoritatively oses own preconceived ideas, formules, ines, philosophy, values.
Inattentive, perfunctory, ignores
Confronts with irrationalism, overemotionalism, or subjectivity of other's assumptions and expressions. Challenges other's competence. By detailed inquiry, illustrates contradictions, logical pitfalls, and violations of formulas in other's expressions. Structures and superimposes specific substitute responses for other to make.
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Diminishes meaning, subtracts or drains off affect; reduces, fragments, dissects, classifies experience into components instead of exploring it. States experience in generalized, abstract, impersonal terms. Reacts to the other in terms of a broad label or category. Increases emotional distance from the "here and now" experience. Diverts attention from and dampens strong feelings or impulse to act.
ally detached, neutral.
to remain ambiguous, an unknown, rtal.
mination of explanatory ct, emotionally remote intellectualized discussion few or no explicit cues s insightful experience
the impersonal play of forces, fates, or ture of habit or circumstance without reedom and choice are illusions;
elements, directs toward policy nuously questioning everything.

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Appendix XIX

BEHAVIORAL SYMTPOM CHECK LIST I

Child's Name _____

Teacher's Name _____

Date _____

INSTRUCTIONS: On the following page is a list of behavioral symtoms of emotionally disturbed children. Please indicate which of the following symptom items are characteristic of the above-named child. These symptoms which have been manifested at some time during the last three month are to be checked if they appear to be in some way a part of the reason fof which the child has been referred.

CAUTIONS: 1. Do not check items which appear merely as inferences from psychological instruments; e.g., at some point in the evaluation of almost every child, the inference will be made that the child is fearful, depressed or the like, but do not check these items unless

a) the child reports that he is experiencing these feelings; or
b) there is repeated mention that different people have observed these symptoms; or
c) there is clear behavioral evidence for these symptoms.

2. Do not include common items, e.g., headaches, which are referred to only in the course of a physical examination. Include such items only when they are of adnormal proportions or are also mentioned outside of the physical examination.

3. Do not check more than one symptom on the checklist for any given item of behavior. For example, if the child reports having headaches, just the item "headaches" should be checked, while "pains" should not be checked unless there is mention of other pains which are not covered specifically by another item like "stomach aches". Likewise, if the child has a strong fear of some specific thing, e.g., dog phobia, the item "phobias" should be checked, but "fearful" should not be checked unless it is stated that the child is also fearful in a general non-specific way.

4. If physical causes are found for a symptom do not include the symptom e.g., if it is found that blurred vision is being caused by poor eyes.

. Each item on the symptom checklist is to be regarded as the description of a class of behavior not entirely normal in degree. If behavior fitting one of these class descriptions is noted, that class should be checked, unless the behavior is of apparently normal degree. For example, "fighting" should not be checked for a single mention of "fights with brother", but should be checked if it is frequently mentioned, if it appears to be of abnormal degree, or if it is one of the reasons for which the child was referred; "crying" should not be checked unless the child cries very easily or is subject to unusual crying spells.

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BOY

BEHAVIORAL SYMPTOM CHECKLIST

____ 1. Apathy, underactive, no initiative, slow, lethargic
____ 2. Asthma
____ 3. Attention demanding
____ 4. Bizarre, strange, odd behavior
____ 5. Compulsions
____ 6. Confused
____ 7. Cruelty, bullying, meanness
____ 8. Crying
____ 9. Depression, unhappiness, sadness
____ 10. Destructive
____ 11. Disobedient
____ 12. Encopresis, soiling
____ 13. Enuresis, wetting
____ 14. Fantastic thinking, delusions, hallucinations
____ 15. Fearful, anxious
____ 16. Fears own impulses
____ 17. Fighting, assault, aggressive behavior
____ 18. Fire-setting
____ 19. Headaches
____ 20. Hyperactive, overactive
____ 21. Inadequate guilt feelings
____ 22. Insomnia, chronic inability to sleep
____ 23. Lying, cheating
____ 24. Nausea, feels sick
____ 25. Negativistic, stubborn, sullen irritable
____ 26. Nervous, high strung
____ 27. Nightmares
____ 28. Obese, extremely fat
____ 29. Obsessions
____ 30. Overtired, fatigued, drowsy
____ 31. Pains, physical complaints
____ 32. Phobias, fears
____ 33. Poor School work
____ 34. Refusing to eat, not eating well
____ 35. Running away
____ 36. Seclusive
____ 37. Self-conscious
____ 38. Sexual delinquency, incest, homosexuality
____ 39. Showing off
____ 40. Shy, timid, submissive
____ 41. Skin eruptions
____ 42. Stealing
____ 43. stomach aches
____ 44. Stuttering, speech problem
____ 45. Swearing
____ 46. Temper tantrums
____ 47. Threatening people
____ 48. Tics, trembling, shaking
____ 49. Truancy
____ 50. Vandalism
____ 51. Vomiting
____ 52. Withdrawn
____ 53. Worrying
____ 54. Sexual perversions, exposing self

[1]Checklist and Instructions from Achenbach, T.M. The classification of children's psychiatric symptoms. A factor analytic study. Psychological Monographs, 1966, 80, No. 7 Whole No 615.

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Appendix XX

BEHAVIORAL SYMTPOM CHECK LIST I

Child's Name _____

Teacher's Name _____

Date _____

INSTRUCTIONS: On the following page is a list of behavioral symtoms of emotionally disturbed children. Please indicate which of the following symptom items are characteristic of the above-named child. These symptoms which have been manifested at some time during the last three month are to be checked if they appear to be in some way a part of the reason fof which the child has been referred.

CAUTIONS: 1. Do not check items which appear merely as inferences from psychological instruments; e.g., at some point in the evaluation of almost every child, the inference will be made that the child is fearful, depressed or the like, but do not check these items unless

a) the child reports that he is experiencing these feelings; or
b) there is repeated mention that different people have observed these symptoms; or
c) there is clear behavioral evidence for these symptoms.

2. Do not include common items, e.g., headaches, which are referred to only in the course of a physical examination. Include such items only when they are of abnormal proportions or are also mentioned outside of the physical examination.

3. Do not check more than one symptom on the checklist for any given item of behavior. For example, if the child reports having headaches, just the item "headaches" should be checked, while "pains" should not be checked unless there is mention of other pains which are not covered specifically by another item like "stomach aches". Likewise, if the child has a strong fear of some specific thing, e.g., dog phobia, the item "phobias" should be checked, but "fearful" should not be checked unless it is stated that the child is also fearful in a general non-specific way.

4. If physical causes are found for a symptom do not include the symptom e.g., it is found that blurred vision is being caused by poor eyes.

. Each item on the symptom checklist is to be regarded as the description of a class of behavior not entirely normal in degree. If behavior fitting one of these class descriptions is noted, that class should be checked, unless the behavior is of apparently normal degree. For example, "fighting" should not be checked for a single mention of "fights with brother", but should be checked if it is frequently mentioned, if it appears to be of abnormal degree, or if it is one of the reasons for which the child was referred; "crying" should not be checked unless the child cries very easily or is subject to unusual crying spells.

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GIRL

BEHAVIORAL SYMPTOM CHECKLIST

_____ 1. Nausea, feels sick

_____ 2. Pains, physical complaints

_____ 3. Headaches

_____ 4. Stomach aches

_____ 5. Phobias, fears

_____ 6. Vomiting

_____ 7. Double vision

_____ 8. Refusing to eat, not eating well

_____ 9. Obsessions

_____ 10. Fearful, anxious

_____ 11. Withdrawn

_____ 12. Depression, unhappiness, sadness

_____ 13. Dizziness

_____ 14. Crying

_____ 15. Nightmares

_____ 16. Nervous, high-strung

_____ 17. Worrying

_____ 18. Insomnia (chronic inability to sleep)

_____ 19. Constipation

_____ 20. Fears own impulses

_____ 21. Breathing difficulty

_____ 22. Compulsions

_____ 23. Shy, timid, submissive

_____ 24. Overtired, fatigued, drowsy

_____ 25. Self-conscious

_____ 26. Confused

_____ 29. Tics, Trembling, shaking

_____ 30. Skin eruptions

_____ 31. Feelings fof Worthlessness inadequacy, inferiority

_____ 32. Obese, extremely fat

_____ 33. Disobedient

_____ 34. Lying, cheating

_____ 35. Stealing

_____ 36. Fighting, assault, aggressive behavior

_____ 37. Running away

_____ 38. Swearing

_____ 39. Quarrelsome

_____ 40. Threatening people

_____ 41. Truancy

_____ 42. Destructive

_____ 43. Poor School work

_____ 44. Attention demanding

_____ 45. Sexual delinquency, incest, homosexuality

_____ 46. Inadequate guilt feelings

_____ 47. Sexual preoccupation

_____ 48. Thumbsucking

_____ 49. Masturbation
_____ 50. Enuresis, wetting
_____ 51. Temper tantrums
_____ 52. Negativistic, stubborn, sullen
_____ 53. Nailbiting
_____ 54. Hyperactive, overactive
_____ 55. Poor motor coordination

[1]Checklist and Instructions from Achenbach, T.M. The classification of children's psychiatric symptoms. A factor analytic study. Psychologicl Monographs, '66,80#7.W#6;

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Appendix XXI

Takes about 3 minutes to give and to score.

SLOSSON ORAL READING TEST (SORT)

Copyright © 1963, Richard L. Slosson, M.A.

Keep this test in safe drawer or file.

This Oral Reading Test is to be given individually and is based on the ability to pronounce words at different levels of difficulty. The words have been taken from standardized school readers and the Reading Level obtained from testing represents median or standardized school achievement. A correlation of .96 (variability on a group of 108 children from first grade thru high school: Gray Mean = 5.0, SORT Mean = 5.0, Gray S.D. = 2.0, SORT S.D. = 2.3) was obtained with the Standardized Oral Reading Paragraphs by William S. Gray, published by The Bobbs-Merril Company, Inc., Indianapolis, Indiana. Permission to use this test by Gray for purposes of validation is deeply appreciated.

A reliability coefficient of .99 (test-retest interval of one week) shows that this Oral Reading Test can be used at frequent intervals to measure a child's progress in reading, providing no specific coaching with these particular words has been given. Such periodic testing can be highly motivating.

DIRECTIONS

1. Allow the child to read from one sheet while you keep score on another. At the start, say the following: *"I want to see how many of these words you can read. Please begin here and read each word aloud as carefully as you can."* (Indicate at what list to start.) *"When you come to a difficult word, do the best you can and if you can't read it, say 'blank' and go on to the next one."*

2. Start a child with a list where you think he can pronounce all 20 words in that one list correctly. Note that each list of words is graded. List P (primer) is for the first few months of first grade, List 1 is for the balance of first grade, List 2 is for second grade, etc. If the starting list is too difficult and the child makes even one mistake, go back until you reach an easier list where he can pronounce all 20 words correctly.

3. After you have found the starting list, go on into more advanced lists until you find the stopping list, where he mispronounces or is unable to read all 20 words. When you reach a point where the words become very difficult, say: *"Look quickly down this list and read the words you think you know."*

4. When a child reads very slowly and takes more than 5 seconds on each and every word, move him along by saying the "blank" for him. Or call out the number of the word at a rate of about 5 seconds each. Still another plan is to use a small card or piece of paper, covering up a word after a 5 second exposure, forcing him on to the next word.

5. Count as an error each mispronounced or omitted word as well as a word which takes more than about 5 seconds to pronounce. (If a child has a speech defect such as a stutter, disregard the 5 second interval and allow as much time as necessary.) Count it an error when a child is uncertain about a word and gives more than one pronunciation, even though one of them may have been correct. Be particularly careful about scoring the word endings as they must be absolutely correct. Keep score by putting a check mark (✓) after each error or a plus sign (+) after each correct word. Enter the number of correct words at the bottom of each list as you go along. An analysis of scatter on the test, as well as the types of errors made, will indicate areas of weakness.

6. To find a child's raw score for reading, count the total number of words he was able to pronounce correctly in all lists and add the words below the starting list for which he automatically receives credit. To obtain the Reading Level, look up the value of this raw score in Table 1 below. A simple way to determine the Reading Level is to take half the raw score. For example, if the raw score were 46, half of this number would be 23 and the Reading Level would be 2.3 or the 3rd month of 2nd grade.

TABLE I

CHANGING THE RAW SCORE TO READING LEVEL

(Reading Grade Level is given in years and months. For example, 5.2 means the 2nd month of 5th grade.)

SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE
0-1	0.0	26-27	1.3	52-53	2.6	78-79	3.9	104-105	5.2	130-131	6.5	156-157	7.8
2-3	0.1	28-29	1.4	54-55	2.7	80-81	4.0	106-107	5.3	132-133	6.6	158-159	7.9
4-5	0.2	30-31	1.5	56-57	2.8	82-83	4.1	108-109	5.4	134-135	6.7	160-161	8.0
6-7	0.3	32-33	1.6	58-59	2.9	84-85	4.2	110-111	5.5	136-137	6.8	162-163	8.1
8-9	0.4	34-35	1.7	60-61	3.0	86-87	4.3	112-113	5.6	138-139	6.9	164-165	8.2
10-11	0.5	36-37	1.8	62-63	3.1	88-89	4.4	114-115	5.7	140-141	7.0	166-167	8.3
12-13	0.6	38-39	1.9	64-65	3.2	90-91	4.5	116-117	5.8	142-143	7.1	168-169	8.4
14-15	0.7	40-41	2.0	66-67	3.3	92-93	4.6	118-119	5.9	144-145	7.2	170-171	8.5
16-17	0.8	42-43	2.1	68-69	3.4	94-95	4.7	120-121	6.0	146-147	7.3	172-173	8.6
18-19	0.9	44-45	2.2	70-71	3.5	96-97	4.8	122-123	6.1	148-149	7.4	174-175	8.7
20-21	1.0	46-47	2.3	72-73	3.6	98-99	4.9	124-125	6.2	150-151	7.5	176-177	8.8
22-23	1.1	48-49	2.4	74-75	3.7	100-101	5.0	126-127	6.3	152-153	7.6	178-179	8.9
24-25	1.2	50-51	2.5	76-77	3.8	102-103	5.1	128-129	6.4	154-155	7.7	180-200	H.S.

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SLOSSON ORAL READING TEST(SORT)

Keep a record from year to year

NAME _____ AGE _____ DATE _____

Last First Middle

READING LEVEL

SCHOOL GRADE

SCHOOL _____

EXAMINER _____

List P (20)	List 1 (40)	List 2 (60)
1. see	1. with	1. came
2. look	2. friends	2. hide
3. mother	3. came	3. across
4. little	4. horse	4. across
5. here	5. ride	5. around
6. can	6. under	6. breakfast
7. want	7. was	7. field
8. come	8. what	8. large
9. one	9. bump	9. better
0. baby	10. live	10. suddenly
1. three	11. very	11. happen
2. run	12. puppy	12. farmer
3. jump	13. dark	13. river
4. down	14. first	14. lunch
5. is	15. wish	15. sheep
6. up	16. basket	16. hope
7. make	17. food	17. forest
8. ball	18. road	18. stars
9. help	19. hill	19. heavy
0. play	20. along	20. station

List 3 (80)	List 4 (100)	List 5 (120)
1 safe	1 harness	1 cushion
2 against	2 price	2 generally
3 smash	3 flakes	3 extended
4 reward	4 silence	4 custom
5 evening	5 develop	5 tailor
6 stream	6 promptly	6 haze
7 empty	7 serious	7 gracious
8 stone	8 courage	8 dignity
9 grove	9 forehead	9 terrace
10 desire	10 distant	10 applause
11 ocean	11 anger	11 jungle
12 bench	12 vacant	12 fragrant
13 damp	13 appearance	13 interfere
14 timid	14 speechless	14 marriage
15 perform	15 region	15 profitable
16 destroy	16 slumber	16 define
17 delicious	17 future	17 obedient
18 hunger	18 claimed	18 ambition
19 excuse	19 common	19 presence
20 understood	20 dainty	20 merchant

List 6 (100)	List 7 (100)	List 8 (100)
[illegible]	[illegible]	1 prairies
[illegible]	[illegible]	2 evident
[illegible]	3 environment	3 nucleus
[illegible]	4 counterfeit	4 antique
[illegible]	5 crisis	5 twilight
[illegible]	6 industrious	6 memorandum
[illegible]	7 approximate	7 whimsical
[illegible]	8 society	8 proportional
[illegible]	9 architecture	9 intangible
[illegible]	10 malignant	10 formulated
[illegible]	11 pensive	11 articulate
[illegible]	12 standardize	12 deprecate
[illegible]	13 exhausted	13 remarkably
[illegible]	14 reminiscence	14 contrasting
[illegible]	15 intricate	15 irrelevance
[illegible]	16 contemporary	16 supplement
[illegible]	17 attentively	17 inducement
[illegible]	18 compassionate	18 nonchalant
[illegible]	19 complexion	19 exuberant
[illegible]	20 continuously	20 grotesque

High School (200)
1 traverse
2 affable
3 compressible
4 excruciating
5 pandemonium
6 scrupulous
7 primordial
8 chastisement
9 sojourn
10 panorama
11 facsimile
12 auspicious
13 contraband
14 envisage
15 futility
16 enamoured
17 gustatory
18 decipher
19 inadequacy
20 simultaneous

SCORE

List P	
List 1	
List 2	
List 3	
List 4	
List 5	
List 6	
List 7	
List 8	
List H.S.	

Raw Score _____

(Total number of correct words including the words below starting level.)

[illegible] may seriously reduce the validity of this test.

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Appendix XXII

GENERAL ANXIETY SCALE FOR CHILDREN

INSTRUCTIONS:

My name is _____. I'm going to be asking you some questions --- questions different from the usual school questions for these are about how you feel and so have no right or wrong answers. First I'll hand out the answer sheets and then I'll tell you more about the questions.....

Write your name at the top of the first page, both your first and your last names.....

As I said before, I am going to ask you some questions. No one but myself will see your answers to these questions, not your teacher or your principal or your parents. These questions are different because there are no right or wrong answers. You are to listen to each question and then put a circle around either "yes" or "no". These questions are about how you think and feel and, therefore, they have no right or wrong answers. People think and feel differently. The person sitting next to you might put a circle around "yes" and you may put a circle around "no". For example, if I asked you this question: "Do you like to play ball?", some of you would put a circle "yes" and some of you would put it around "no". Your answer depends on how you think and feel. These questions are about how you think and feel about school, and about a lot of other things. Remember, listen carefully to each question and answer it "yes" or "no" by deciding how you think and feel. If you don't understand a question, ask me about it.

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GENERAL ANXIETY SCALE FOR CHILDREN

1. When you are away from home, do you worry about what might be happening at home?
2. Do you sometimes worry about whether
   (other children are better looking than you are?)
   (your body is growing the way it should?)
3. Are you afraid of mice or rats?

L 4. Do you ever worry about knowing your lessons?

5. If you were to climb a ladder, would you worry about falling off it?
6. Do you worry about whether your mother is going to get sick?
7. Do you get scared when you have to walk home alone at night?

L 8. Do you ever worry about what other people think of you?

9. Do you get a funny feeling when you see blood?
10. When your father is away from home, do you worry, about whether he is going to come back?
11. Are you frightened by lightning and thunderstorms?

L 12. Do you ever worry that you won't be able to do something you want to do?

13. When you go to the dentist, do you worry that he may hurt you?
14. Are you afraid of things like snakes?
15. When you are in bed at night trying to go to sleep do you often find that you are worrying about something?

L 16. When you were younger were you ever scared of anything?

17. Are you sometimes frightened when looking down from a high place?
18. Do you get worried when you have to go to the doctor's office?
19. Do some of the stories on radio or television scare you?

L 20. Have you ever been afraid of getting hurt?

21. When you are home alone and someone knocks on the door, do you get a worried feeling?
22. Do you get a scarey feeling when you see a dead animal?
23. Do you think you worry more than other boys and girls?
24. Do you worry that you might get hurt in some accident?

L 25. Has anyone ever been able to scare you?

26. Are you afraid of things like guns?
27. Without knowing why, do you sometimes get a funny feeling in your stomach?
28. Are you afraid of being bitten or hurt by a dog?

L 29. Do you ever worry about something bad happening to someone you know?

30. Do you worry when you are home alone at night?
31. Are you afraid of being too near fireworks because of their exploding?
32. Do you worry that you are going to get sick?

L 33. Are you ever unhappy?

34. When your mother is away from home, do you worry about whether she is going to come back?
35. Are you afraid to dive into the water because you might get hurt?
36. Do you get a funny feeling when you touch something that has a real sharp edge?

L 37. Do you ever worry about what is going to happen?

38. Do you get scared when you have to go into a dark room?
39. Do you dislike getting in fights because you worry about getting hurt in them?
40. Do you worry about whether your father is going to get sick?

L 41. Have you ever had a scarey dream?

42. Are you afraid of spiders?
43. Do you sometimes get the feeling that something bad is going to happen to you?
44. When you are alone in a room and you hear a strange noise, do you get a frightened feeling?

L. 45. Do you ever worry?

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Appendix XXII

GENERAL ANXIETY SCALE FOR CHILDREN

Name _____

Date _____

1.	YES	NO	24.	YES	NO
2.	YES	NO	25.	YES	NO
3.	YES	NO	26.	YES	NO
4.	YES	NO	27.	YES	NO
5.	YES	NO	28.	YES	NO
6.	YES	NO	29.	YES	NO
7.	YES	NO	30.	YES	NO
8.	YES	NO	31.	YES	NO
9.	YES	NO	32.	YES	NO
10.	YES	NO	33.	YES	NO
11.	YES	NO	34.	YES	NO
12.	YES	NO	35.	YES	NO
13.	YES	NO	36.	YES	NO
14.	YES	NO	37.	YES	NO
15.	YES	NO	38.	YES	NO
16.	YES	NO	39.	YES	NO
17.	YES	NO	40.	YES	NO
18.	YES	NO	41.	YES	NO
19.	YES	NO	42.	YES	NO
20.	YES	NO	43.	YES	NO
21.	YES	NO	44..	YES	NO
22.	YES	NO	45.	YES	NO
23.	YES	NO			

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Appendix ~~XXIII~~

SENTENCE COMPLETION TEST

Name _____

Date _____

1. I wish
2. When I do something wrong my father
3. Compared with most families mine
4. People think I am
5. My mother
6. It's fun to daydream about
7. I think my friends
8. My father and I
9. I like my mother but
10. Sometimes I feel like
11. My family
12. I get scared when
13. What people like most about me is
14. My mother sometimes
15. If I had my way I would
16. I don't like the sort of person who
17. My father sometimes
18. I am sorry when
19. My life is
20. I feel that my mother and I
21. My family treats me like
22. What gets me in trouble is
23. My father
24. It hurts when

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25. I hate

26. I feel my father doesn't very often

27. The thing that really makes me mad is

28. My brothers and sisters

29. When things go wrong my mother

30. I feel sad when

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Appendix XXIII

No. _____

Sentence Completion Test

Score Form

	Rating
Father	
2	_____
8	_____
17	_____
23	_____
26	_____
	Total _____
Mother	
5	_____
9	_____
14	_____
20	_____
29	_____
	Total _____
Family	
3	_____
11	_____
21	_____
	Total _____
Siblings	
28	_____
	Total _____
Self	
4	_____
10	_____
13	_____
19	_____
	Total _____
	Grand Total _____

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Appendix XV

Code: Date:

RELATIONSHIP INVENTORY--FORM OS-M-64

Below are listed a variety of ways that one person may feel or behave in relation to another person.

Please consider each statement with reference to your present relationship with your husband

Mark each statement in the left margin, according to how strongly you feel that it is true, or not true, in this relationship. Please mark every one. Write in +3, +2, +1, -1, -2, -3, to stand for the following answers :

+3: Yes, I strongly feel that it is true.

+2: Yes, I feel it is true.

+1: Yes, I feel that it is probably true, or more true than untrue.

-1: No, I feel that it is probably untrue, or more untrue than true.

-2: No, I feel it is not true.

-3: No, I strongly feel that it is not true.

_____1. He respects me as a person.

_____2. He wants to understand how I see things.

_____3. His interest in me depends on the things I say or do.

_____4. He is comfortable and at ease in our relationship.

_____5. He feels a true liking for me.

_____6. He may understand my words but he does not see the way I feel.

_____7. Whether I am feeling happy or unhappy with myself makes no real difference to the way he feels about me.

_____8. I feel that he puts on a role or front with me.

_____9. He is impatient with me.

_____10. He nearly always knows exactly what I mean.

_____11. Depending on my behaviour, he has a better opinion of me sometimes than he has at other times.

_____12. I feel that he is real and genuine with me.

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_____ 11. I feel appreciated by him.

_____ 12. He looks at what I do from his own point of view.

_____ 15. His feeling toward me doesn't depend on how I feel toward him.

_____ 16. It makes him uneasy when I ask or talk about certain things.

_____ 17. He is indifferent to me.

_____ 18. He usually senses or realises what I am feeling.

_____ 19. He wants me to be a particular kind of person.

_____ 20. I nearly always feel that what he says expresses exactly what he is feeling and thinking as he says it.

_____ 21. He finds me rather dull and uninteresting.

_____ 22. His own attitudes toward some of the things I do or say prevent him from understanding me.

_____ 23. I can (or could) be openly critical or appreciative of him without really making him feel any differently about me.

_____ 24. He wants me to think that he likes me or understands me more than he really does.

_____ 25. He cares for me.

_____ 26. Sometimes he thinks that I feel a certain way, because that's the way he feels.

_____ 27. He likes certain things about me, and there are other things he does not like.

_____ 28. He does not avoid anything that is important for our relationship.

_____ 29. I feel that he disapproves of me.

_____ 30. He realises what I mean even when I have difficulty in saying it.

_____ 31. His attitude toward me stays the same; he is not pleased with me sometimes and critical or disappointed at other times.

_____ 32. Sometimes he is not at all comfortable but we go on, outwardly ignoring it.

_____ 33. He just tolerates me.

_____ 34. He usually understands the whole of what I mean.

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_____35. If I show that I am angry with him he becomes hurt or angry with me, too.

_____36. He expresses his true impressions and feelings with me.

_____37. He is friendly and warm with me.

_____38. He just takes no notice of some things that I think or feel.

_____39. How much he likes or dislikes me is not altered by anything that I tell him about myself.

_____40. At times I sense that he is not aware of what he is really feeling with me.

_____41. I feel that he really value me.

_____42. He appreciates exactly how the things I experience feel to me.

_____43. He approves of some things I do, and plainly disapproves of others.

_____44. He is willing to express whatever is actually in his mind with me, including my feelings about himself or about me.

_____45. He doesn't like me for myself.

_____46. At times he thinks that I feel a lot more strongly about a particular thing than I really do.

_____47. Whether I am in good spirits or feeling upset does not make him feel any more or less appreciative of me.

_____48. He is openly himself in our relationship.

_____49. I seem to irritate and bother him.

_____50. He does not realise how sensitive I am about some of the things we discuss.

_____51. Whether the ideas and feelings I express are "good" or "bad" seems to make no difference to his feeling toward me.

_____52. There are times when I feel that his outward response to me is quite different from the way he feels underneath.

_____53. At times he feels contempt for me.

_____54. He understands me.

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_____55. Sometimes I am more worthwhile in his eyes than I am at other times.

_____56. I have not felt that he tries to hide anything from himself that he feels with me.

_____57. He is truly interested in me.

_____58. His response to me is usually so fixed and automatic that I don't really get through to him.

_____59. I don't think that anything I say or do really changes the way he feels toward me.

_____60. What he says to me often gives a wrong impression of his whole thought or feeling at the time.

_____61. He feels deep affection for me.

_____62. When I am hurt or upset he can recognise my feelings exactly, without becoming upset himself.

_____63. What other people think of me does (or would, if he knew) affect the way he feels toward me.

_____64. I believe that he has feelings he does not tell me about that are causing difficulty in our relationship.

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Appendix XXV

(4)

Code:

Date:

RELATIONSHIP INVENTORY -- FORM OS-F-64

Below are listed a variety of ways that one person may feel or behave in relation to another person.

Please consider each statement with reference to your present relationship with your WIFE

Mark each statement in the left margin, according to how strongly you feel that it is true, or not true, in this relationship. Please mark every one. Write in +3, +2, +1, or -1, -2, -3 for the following answers:

+3: Yes, I strongly feel that it is true.

+2: Yes, I feel it is true.

+1: Yes, I feel that it is probably true, or more true than untrue.

-1: No, I feel that it is probably untrue, or more untrue than true.

-2: No, I feel it is not true.

-3: No, I strongly feel that it is not true.

_____1. She respects me as a person.

_____2. She wants to understand how I see things.

_____3. Her interest in me depends on the things I say or do.

_____4. She is comfortable and at ease in our relationship.

_____5. She feels a true liking for me.

_____6. She may understand my words but she does not see the way I feel.

_____7. Whether I am feeling happy or unhappy with myself makes no real difference to the way she feels about me.

_____8. I feel that she puts on a role or front with me.

_____9. She is impatient with me.

_____10. She nearly always knows exactly what I mean.

_____11. Depending on my behaviour, she has a better opinion of me sometimes than she has at other times.

_____12. I feel that she is real and genuine with me.

_____13. I feel appreciated by her.

_____14. She looks at what I do from her own point of view.

_____15. Her feeling toward me doesn't depend on how I feel toward her.

_____16. It makes her uneasy when I ask or talk about certain things.

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_____17. She is indifferent to me.

_____18. She usually senses or realises what I am feeling.

_____19. She wants me to be a particular kind of person.

_____20. I nearly always feel that what she says expresses exactly what she is feeling and thinking as she says it.

_____21. She finds me rather dull and uninteresting.

_____22. Her own attitudes toward some of the things I do or say prevent her from understanding me.

_____23. I can (or could) be openly critical or appreciative of her without really making her feel any differently about me.

_____24. She wants me to think that she likes me or understands me more than she really does.

_____25. She cares for me.

_____26. Sometimes she thinks that I feel a certain way, because that's the way she feels.

_____27. She likes certain things about me, and there are other things she does not like.

_____28. She does not avoid anything that is important for our relationship.

_____29. I feel that she disapproves of me.

_____30. She realises what I mean even when I have difficulty in saying it.

_____31. Her attitude toward me stays the same: she is not pleased with me sometimes and critical or disappointed at other times.

_____32. Sometimes she is not at all comfortable but we go on, outwardly ignoring it.

_____33. She just tolerates me.

_____34. She usually understands the whole of what I mean.

_____35. If I show that I am angry with her she becomes hurt or angry with me, too.

_____36. She expresses her true impressions and feelings with me.

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_____37. She is friendly and warm with me.

_____38. She just takes no notice of some things that I think or feel.

_____39. How much she likes or dislikes me is not altered by anything that I tell her about myself.

_____40. At times I sense that she is not aware of what she is really feeling with me.

_____41. I feel that she really values me.

_____42. She appreciates exactly how the things I experience feel to me.

_____43. She approves of some things I do, and plainly disapproves of others.

_____44. She is willing to express whatever is actually in her mind with me, including any feelings about herself or about me.

_____45. She doesn't like me for myself.

_____46. At times she thinks that I feel a lot more strongly about a particular thing than I really do.

_____47. Whether I am in good spirits or feeling upset does not make her feel any more or less appreciate of me.

_____48. She is openly herself in our relationship.

_____49. I seem to irritate and bother her.

_____50. She does not realise how sensitive I am about some of the things we discuss.

_____51. Whether the ideas and feelings I express are "good" or "bad" seems to make no difference to her feeling toward me.

_____52. There are times when I feel that her outward response to me is quite different from the way she feels underneath.

_____53. At times she feels contempt for me.

_____54. She understands me.

_____55. Sometimes I am more worthwhile in her eyes than I am at other times.

_____56. I have not felt that she tries to hide anything from herself that she feels with me.

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_____57. She is truly interested in me.

_____58. Her response to me is usually so fixed and automatic that I don't really get through to her.

_____59. I don't think that anything I say or do really changes the way she feels toward me.

_____60. What she says to me often gives a wrong impression of her whole thought or feeling at the time.

_____61. She feels deep affection for me.

_____62. When I am hurt or upset she can recognize my feelings exactly, without becoming upset herself.

_____63. What other people think of me does (or would, if she knew) affect the way she feels toward me.

_____64. I believe that she has feelings she does not tell me about that are causing difficulty in our relationship.

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Code: RELATIONSHIP INVENTORY Form:

Respondent's sex: 64 item forms Date:

Other's sex: SCORING SHEET

Type of relationship_____

Level of Regard		Emp. Understandg.		Uncond. of Regard		Congruence	
Positive items	Answer	Positive items	Answer	Positive items	Answer	Positive items	Answer
1		2		7		4	
5		10		15		12	
13		18		23		20	
25		30		31		28	
37		34		39		36	
41		42		47		44	
57		54		51		48	
61		62		59		56	
Sub-total #1							
Negative items	Answer	Negative items	Answer	Negative items	Answer	Negative items	Answer
9		6		3		8	
17		14		11		16	
21		22		19		24	
29		26		27		32	
33		38		35		40	
45		46		43		52	
49		50		55		60	
53		58		63		64	
Sum (for neg. items)							
4 - 1 x Sum. Sub-total #2							
Total Score: Raw scale							

Grand Total: all scales_____

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Appendix XXV

Relationship Inventory - C - HC

Husband-toward-Child Form

Husband's name _____

Your name _____

Date of rating _____

Directions: On the following pages are listed a variety of ways that your husband may feel or behave toward your son. Please consider each statement and mark it in the left margin according to how strongly you feel it is true, or not true, in your husband's relationship with your son. Write in the numbers that stand for the following answers:

+3:	Yes, I strongly feel that it is true	-1:	No, I feel that it is probably untrue or more untrue than true
+2:	Yes, I feel it is true	-2:	No, I feel it is not true
+1:	Yes, I feel it is probably true or more true than untrue	-3:	No, I strongly feel that it is not true

1. _____ My husband usually senses or realizes what our son is feeling.
2. _____ My husband has never told our son things about himself that he would like to change.
3. _____ My husband tells our son things he does not mean and hence gives the son the wrong impression of his whole thought and feeling at the time.
4. _____ My husband is very lively with our son.
5. _____ My husband is friendly and warm to our son.
6. _____ If our son leaves the house he is definitely required to let my husband know where he is going and my husband sets a time for our son to be back.
7. _____ My husband's interest in our son depends on the things he says or does.
8. _____ My husband ignores our son's feelings.
9. _____ My husband behaves just the way he is, he is freely and openly himself in his relationship with our son.
10. _____ My husband is disappointed in our son.

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+3:	Yes, I strongly feel that it is true	-1:	No, I feel that it is probably untrue or more untrue than true
+2:	Yes, I feel it is true	-2:	No, I feel it is not true
+1:	Yes, I feel that it is probably true or more true than untrue	-3:	No, I strongly feel that it is not true

11. _____ Whether my husband is feeling happy or unhappy with himself makes no real difference in the way he feels towards our son.

12. _____ My husband understands our son's words but he does not realize how our son feels.

13. _____ My husband tells our son about his feelings.

14. _____ I have not felt that my husband tries to hide anything from himself that he feels with our child.

15. _____ My husband would rather sit by himself than participate or fool around with our son.

16. _____ At times my husband feels contempt for our son.

17. _____ My husband considers our son's likes and dislikes in setting up the rules.

18. _____ My husband's feeling toward our son doesn't depend on how our son feels towards my husband.

19. _____ My husband understands our son.

20. _____ At times, I sense that my husband is not aware of what he is really feeling with our child.

21. _____ My husband cares for our son.

22. _____ Depending on our son's behavior, my husband has a better opinion of him sometimes than he has at other times.

23. _____ My husband does not realize how sensitive our son is about some of the things our son discusses.

24. _____ My husband never discusses matters concerning sex with our son.

25. _____ My husband likes to play rough and tumble games with our son.

26. _____ My husband disapproves of our son.

28. _____ My husband likes to know howour son spends his money.

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+3:	Yes, I strongly feel that it is true	-1:	No, I feel that it is probably untrue or more untrue than true
+2:	Yes, I feel it is true	-2:	No, I feel it is not true
+1:	Yes, I feel that it is probably true or more true than untrue	-3:	No, I strongly feel that it is not true

29. _____ Our son can be openly critical or appreciative of my husband without really making my husband feel any different about him.

30. _____ At times my husband thinks that our son feels alot more strongly about a particular thing than our son actually does.

31. _____ My husband expresses his true impressions and feelings with our son.

32. _____ Our son seems to irritate and bother my husband.

33. _____ My husband's attitude toward our son stays the same: my husband is not pleased with our son sometimes and critical or disappointed at other times.

34. _____ My husband nearly always knows exactly what our son means.

35. _____ My husband tells personal things about himself to our son.

36. _____ My husband acts a part or puts on a front with our son.

37. _____ My husband is mostly quiet when he is with our son.

38. _____ My husband feels a true liking for our son.

39. _____ My husband tries to explain the reasons why he wants our son to do something that he wants our son to do.

40. _____ My husband wants our son to be a particular kind of person.

41. _____ My husband appreciates exactly how the things our son experiences feels to him.

42. _____ Sometimes my husband is not at all comfortable with our son but they go on, outwardly ignoring it.

43. _____ My husband respects our son as a person.

44. _____ There are certain things my husband likes about our son, and there are other things he does not like.

45. _____ My husband looks at what our son does only from his own point of view.

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+3:	Yes, I strongly feel that it is true	-1:	No, I feel that is is probably untrue or more untrue than true
+2:	Yes, I feel it is true	-2:	No, I feel it is not true
+1:	Yes, I feel it is probably true or more true than untrue	-3:	No, I strongly feel that it is not true

46. _____ My husband never told our son about things that he has succeeded or failed at.

47. _____ My husband is nearly always open with our son; what he says to our son nearly always expresses exactly what he is feeling and thinking at the time he says it.

48. _____ My husband can easily let himself go, be completely free, and gayly enjoy himself with our son.

49. _____ My husband is impatient with our son.

50. _____ My husband would like to determine what our son does with his future.

51. _____ How much my husband likes or dislikes our son is not altered by anything that our son tells my husband about himself.

52. _____ My husband wants to understand how our son sees things.

53. _____ My husband would really prefer our son to think that he likes or understands our son even when he doesn't.

54. _____ My husband appreciates our son as a person.

55. _____ If our son shows that he is angry with my husband, my husband becomes hurt or angry with our son too.

56. _____ Sometimes my husband thinks that our son feels a certain way, because that's the way he feels himself.

57. _____ My husband has told our son what things worry or scare him.

58. _____ My husband does not avoid talking with our son about anything that is important for their relationship.

59. _____ My husband usually waits for our son to make the first move in doing things together.

60. _____ My husband disapproves of our son

61. _____ If our son gets angry at my husband he can allow angry feelings to be expressed by our son and be done with it.

FILMED FROM BEST AVAILABLE COPY

+3:	Yes, I strongly feel that it is true	-1:	No, I feel that it is probably untrue or more untrue than true
+2:	Yes, I feel it is true	-2:	No, I feel it is not true
+1:	Yes, I feel that it is probably true or more true than untrue	-3:	No, I strongly feel that it is not true

62. _____ Whether my son is in good spirits or feeling upset does not make my husband feel any more or less appreciative of our son.

63. _____ My husband can tell what our son means even when our son has trouble saying it.

64. _____ My husband's vagueness makes it hard for our son to understand him.

65. _____ There are times when my husband's outward response to our son is quite different from the way he feels underneath.

66. _____ My husband eagerly likes to go to new places and do new things with our son.

67. _____ My husband is truly interested in our son.

68. _____ What my husband says has a lot to do with our son's choice of friends.

69. _____ My husband approves of some things that our son does and plainly disapproves of others.

70. _____ My husband's attitudes toward some of the things our son does or says prevents him from understanding our son.

71. _____ My husband expresses himself clearly to our son.

72. _____ My husband is real and genuine with our son.

73. _____ My husband finds it hard to let himself go and really enjoy himself with our son.

74. _____ My husband feels indifferent to our son.

75. _____ My husband trusts our son and generally lets him take care of himself.

76. _____ Whether the ideas and feelings our son expresses are "good" or "bad" seems to make no difference to my husband's feelings toward our son.

77. _____ My husband usually understands the whole of what our son means.

78. _____ My husband seems to "beat around the bush" in talking with our son.

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+3:	Yes, I strongly feel that it is true	-1:	No, I feel that it is probably untrue or more untrue than true
+2:	Yes, I feel it is true	-2:	No, I feel it is not true
+1:	Yes, I feel that it is probably true or more true than untrue	-1:	No, I strongly feel that it is not true

79. _____ It makes my husband uneasy when our son asks or talks about certain things.

80. _____ When our son shouts at my husband, he shouts back.

81. _____ My husband feels deep affection for our son.

82. _____ My husband feels that as long as our son lives under his roof, our son should take orders from him.

83. _____ Sometimes our son is more worthwhile in my husband's eyes than at other times.

84. _____ My husband responds to our son rather automatically, without taking in what the son is experiencing.

85. _____ My husband finds concrete words to express his emotions to our son.

86. _____ My husband is willing to express whatever is actually on his mind with our son including any feelings about himself or about our son.

87. _____ My husband would rather be alone instead of being with our son.

88. _____ My husband finds our son rather dull and uninteresting.

89. _____ My husband has confidence in our son in deciding things without his guidance or suggestions.

90. _____ I don't think that anything our son says or does really changes the way my husband feels toward our son.

91. _____ When our son is hurt or upset my husband can recognize just how our son feels, without getting upset himself.

92. _____ My husband believes there are things he doesn't talk about that are causing difficulty in his relationship with our son.

93. _____ Somehow our son irritates my husband.

94. _____ What other people think of our son does (or would, if my husband knew) affect the way my husband feels toward our son.

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Appendix XXV
Relationship Inventory C- WC

Wife-toward -child Form

Wife's name _____

Your name _____

Date of rating _____

Directions: On the following pages are listed a variety of ways that your wife may feel or behave toward your son. Please consider each statement and mark it in the left margin according to how strongly you feel it is true, or not true, in your wife's relationship with your son. Write in the numbers that stand for the following answers:

+3:	Yes, I strongly feel that it is true	-1:	No, I feel that it is probably untrue or more untrue than true
+2:	Yes, I feel it is true		
+1:	Yes, I feel that it is probably true or more true than untrue	-2:	No, I feel it is not true
		-3:	No, I strongly feel that it is not true

---

1. _____ My wife usually senses or realizes what our son is feeling.
2. _____ My wife has never told our son things about herself that she would like to change.
3. _____ My wife tells our son things she does not mean and hence gives the son the wrong impression of her whole thought and feeling at the time.
4. _____ My wife is very lively with our son.
5. _____ My wife is friendly and warm to our son.
6. _____ If our son leaves the house he is definitely required to let my wife know where he is going and my wife sets a time for our son to be back.
7. _____ My wife's interest in our son depends on the things he says or does.
8. _____ My wife ignores our son's feelings.
9. _____ My wife behaves just the way she is, she is freely and openly herself in her relationship with our son.
10. _____ My wife is disappointed in our son.

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+3:	Yes, I strongly feel that it is true	-1:	No, I feel that it is probably untrue or more untrue than true
+2:	Yes, I feel it is true	-2:	No, I feel it is not true
+1:	Yes, I feel that it is probably ture or more true than untrue	-3:	No, I strongly feel that it is not true

12. _____ My wife understands our son's words but she does not realize how our son feels.

13. _____ My wife tells our son about her feelings.

14. _____ I have not felt that my wife tries to hide anything from herself that she feels with our son.

15. _____ My wife would rather sit by herself than participate or fool around with our son.

16. _____ At times my wife feels contempt for our son.

17. _____ My wife considers our son's likes and dislikes in setting up the rules.

18. _____ My wife's feeling toward our son doesn't depend on how our son feels towards my wife.

19. _____ My wife understands our son.

20. _____ At times, I sense that my wife is not aware of what she is really feeling with our son.

21. _____ My wife cares for our son.

22. _____ Depending on our son's behavior, my wife has a better opinion of him sometimes than she has at other times.

23. _____ My wife does not realize how sensitive our son is about some of the things our son discusses.

24. _____ My wife never discusses matters concerning sex with our son.

25. _____ My wife is comfortable and at ease with our son.

26. _____ My wife likes to play rough and tumble games with our son.

27. _____ My wife disapproves of our son.

28. _____ My wife likes to know how our son spends his money.

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+3:	Yes, I strongly feel that it is true	-1:	No, I feel that it is probably untrue or more untrue than true
+2:	Yes, I feel it is true	-2:	No, I feel it is not true
+1:	Yes, I feel that it is probably true or more true than untrue	-3:	No, I strongly feel that it is not true

29. _____ Our son can be openly critical or appreciative of my wife without really making my wife feel any different about him.

30. _____ At times my wife thinks that our son feels a lot more strongly about a particular thing than our son actually does.

31. _____ My wife expresses her true impressions and feelings with our son.

32. _____ Our son seems to irritate and bother my wife.

33. _____ My wife's attitude toward our son stays the same: my wife is not pleased with our son sometimes and critical or disappointed at other times.

34. _____ My wife nearly always knows exactly what our son means.

35. _____ My wife tells personal things about herself to our son.

36. _____ My wife acts a part or puts on a front with our son.

37. _____ My wife is mostly quiet when she is with our son.

38. _____ My wife feels a true liking for our son.

39. _____ My wife tries to explain the reasons why she wants our son to do something that she wants our son to do.

40. _____ My wife wants our son to be a particular kind of person.

41. _____ My wife appreciates exactly how the things our son experiences feels to her.

42. _____ Sometimes my wife is not at all comfortable with our son but they go on, outwardly ignoring it.

43. _____ My wife respects our son as a person.

44. _____ There are certain things my wife likes about our son, and there are other things she does not like.

45. _____ My wife looks at what our child does only from her own point of view.

FILMED FROM BEST AVAILABLE COPY

+3:	Yes, I strongly feel that it is true	-1:	No, I feel that it is probably untrue or more untrue than true
+2:	Yes, I feel it is true	-2:	No, I feel it is not true
+1:	Yes, I feel that it is probably true or more true than untrue	-3:	No, I strongly feel that it is not true

46. _____ My wife never told our son about things that she has succeeded or failed at.

47. _____ My wife is nearly always open with our son; what she says to our son nearly always expresses exactly what she is feeling and thinking at the time she says it.

48. _____ My wife can easily let herself go, be completely free, and gayly enjoy herself with our son.

49. _____ My wife is impatient with our son.

50. _____ My wife would like to determine what our son does with his future.

51. _____ How much my wife likes or dislikes our son is not altered by anything that our son tells my wife about herself.

52. _____ My wife wants to understand how our son sees things.

53. _____ My wife would really prefer our son to think that she likes or understands our son even when she doesn't.

54. _____ My wife appreciates our son as a person.

55. _____ If our son shows that he is angry with my wife, my wife becomes hurt or angry with our son too.

56. _____ Sometimes my wife thinks that our son feels a certain way, because that's the way she feels herself.

57. _____ My wife has told our son what things worry or scare her.

58. _____ My wife does not avoid talking with our son about anything that is important for their relationship.

59. _____ My wife usually waits for our son to make the first move in doing things together.

60. _____ My wife disapproves of our son.

61. _____ If our son gets angry at my wife she can allow angry feelings to be expressed by our son and be done with it.

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+3:	Yes, I strongly feel that it is true	-1:	No, I feel that it is probably untrue or more untrue than true
+2:	Yes, I feel it is true	-2:	No, I feel it is not true
+1:	Yes, I feel that it is probably true or more true than untrue	-3:	No, I strongly feel that it is not true

62. _____ Whether my son is in good spirits or feeling upset does not make my wife feel any more or less appreciative of our son.

63. _____ My wife can tell what our son means even when our son has trouble saying it.

64. _____ My wife's vagueness makes it hard for our son to understand her.

65. _____ There are times when my wife's outward response to our son is quite different from the way she feels underneath.

66. _____ My wife eagerly likes to go to new places and do new things with our son.

67. _____ My wife is truly interested in our son.

68. _____ What my wife says has a lot to do with our son's choice of friends.

69. _____ My wife approves of some things that our son does and plainly disapproves of others.

70. _____ My wife's attitudes toward some of the things our son does or says prevents her from understanding our son.

71. _____ My wife expresses herself clearly to our son.

72. _____ My wife is real and genuine with our son.

73. _____ My wife finds it hard to let herself go and really enjoy herself with our son.

74. _____ My wife feels indifferent to our son.

75. _____ My wife trusts our son and generally lets him take care of himself.

76. _____ Whether the ideas and feelings our son expresses are "good" or "bad" seems to make no difference to my wife's feeling toward our son.

77. _____ My wife usually understands the whole of what our son means.

78. _____ My wife seems to "beat around the bush" in talking with our son.

79. _____ It makes my wife uneasy when our son asks or talks about certain things.

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+3:	Yes, I strongly feel that it is true	-1:	No, I feel that it is probably untrue or more untrue than true
+2:	Yes, I feel it is true	-2:	No, I feel it is not true
+1:	Yes, I feel that it is probably true or more true than untrue	-3:	No, I strongly feel that it is not true

80. _____ When our son shouts at my wife, she shouts back.

81. _____ My wife feels deep affection for our son.

82. _____ My wife feels that as long as our son lives under her roof, our son should take orders from her.

83. _____ Sometimes our son is more worthwile in my wife's eyes than at other times.

84. _____ My wife responds to our son rather automatically, without taking in what the son is experiencing.

85. _____ My wife finds concrete words to express her emotions to our son.

86. _____ My wife is willing to express whatever is actually on her mind with our son including any feelings about herself or about our son.

87. _____ My wife would rather be alone instead of being with our son.

88. _____ My wife finds our son rather dull and uninteresting.

89. _____ My wife has confidence in our son in deciding things without her guidance or suggestions.

90. _____ I don't think that anything our son says or does really changes the way my wife feels toward our son.

91. _____ When our son is hurt or upset my wife can recognize just how our son feels, without getting upset herself.

92. _____ My wife believes there are things she doesn't talk about that are causing difficulty in her relationship with our son.

93. _____ Somehow our son irritates my wife.

94. _____ What other people think of our son does (or would, if my wife knew) affect the way my wife feels toward our son.

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Appendix XXV

Relationship Inventory #3

94 Items

Scoring Sheet

Pre _____

Post _____

Date _____

Name of Rater _____

Name of Ratee _____ Type of Relationship _____

Level of Regard			Empathic Understanding			Unconditionality of Regard			Congruence		
Pos. R Items	Ans.		Pos. E Items	Ans,		Pos. U Items	Ans.		Pos. C Items	Ans.	
5			1			11			9		
21			19			18			14		
38			34			29			25		
43			41			33			31		
54			52			51			47		
67			63			62			58		
81			77			76			72		
93			91			90			86		
Sub-Total No. 1											
Neg. R Items	Ans.		Neg. E Items	Ans.		Neg. U Items	Ans.		Neg. C Items	Ans.	
10			8			7			3		
16			12			22			20		
27			23			40			36		
32			30			44			42		
49			45			55			53		
60			56			69			65		
74			70			83			79		
88			84			94			92		
Sum											
Sub-total No. 2											
Total Score each scale											

Grand Total: these 4 scales _____

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Relationship Inventory #3

Pre _____

Post _____

Date _____

Name of Rater _____

Name of Ratee _____ Type of Relationship _____

Disclosure and Concreteness			Activeness			Democratic Control		
Pos. D & C Items	Ans.		Pos. A Items	Ans.		Pos. D.C. Items	Ans.	
13			4			17		
35			26			39		
57			48			61		
71			66			75		
85			80			89		
Sub-total No. 1								
Neg. D & C Items	Ans.		Neg. A Items	Ans.		Neg. D.C. Items	Ans.	
2			15			6		
24			37			28		
46			59			50		
64			73			68		
78			87			82		
Sum								
Sub-total No. 2								
Total score Each scale								

Grand Total: these 3 scales _____

Grand Total: 7 scales _____

* in scoring child toward self form - do not reverse sign for negative Democratic Control items.

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Appendix XXVI

Family Unit Inventory

Instructions:

For each of the inventory items, circle the number that shows how true the item is for your family as it is now.

You can circle any number, from "0" to "8". At one end, "0" means the item is completely false for your present family. At the other end, "8", means it is very true for your family as it presently is.

Circle one number to the right of each item. Please make no other marks on the paper.

For example, if your family is now very active, you would score the sample item in this way:

	Least like present family							Most like present family	
SAMPLE: We are an active family.	0	1	2	3	4	5	6	7	(8)

If your family was not at all active, you would have circled the "0". If it was neither active nor inactive, you would have circled the "4".

Use the various numbers in all of the positions, whichever best fits your answer, from "0", completely false, to "8", very true.

Please ask any questions if it is not clear what to do. If you are sure you know what to do, fill in your complete name at the bottom of this page and go ahead and answer each item according to how well it fits your family as it actually is now. Answer every item and be as careful and as accurate as you can.

Thank you.

Name _____

Date _____

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Family Unit Inventory

		Present Family: Least like								Most like	
1.	We like to do new and different things.	0	1	2	3	4	5	6	7	8	(1)
2.	We can usually depend on each other.	0	1	2	3	4	5	6	7	8	(2)
3.	We have a number of close friends.	0	1	2	3	4	5	6	7	8	(3)
4.	We often do not agree on important matters	0	1	2	3	4	5	6	7	8	(4)
5.	Each of us tries to be the kind of person the others will like	0	1	2	3	4	5	6	7	8	(5)
6.	Good manners and proper behavior are very important to us.	0	1	2	3	4	5	6	7	8	(6)
7.	We feel secure (safe) when we are with each other.	0	1	2	3	4	5	6	7	8	(7)
8.	We want help with our problems.	0	1	2	3	4	5	6	7	8	(8)
9.	We do many things together.	0	1	2	3	4	5	6	7	8	(9)
10.	Each of us wants to tell the others what to do.	0	1	2	3	4	5	6	7	8	(10)
11.	There are serious differences in our beliefs about what is right and important.	0	1	2	3	4	5	6	7	8	(11)
12.	We feel free to express any thought or feeling to each other.	0	1	2	3	4	5	6	7	8	(12)
13.	Our home is the center of our activities.	0	1	2	3	4	5	6	7	8	(13)
14.	We are an affectionate family (show our love for each other).	0	1	2	3	4	5	6	7	8	(14)
15.	The difficulties that we have in the family are not our fault.	0	1	2	3	4	5	6	7	8	(15)

	least like								most like	
	Present Family									

(Continue to next page)

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Present Family

		Least like								Most like	
16.	Little problems often become big ones for us.	0	1	2	3	4	5	6	7	8	(16)
17.	We do not understand each other.	0	1	2	3	4	5	6	7	8	(17)
18.	We get along very well in the community.	0	1	2	3	4	5	6	7	8	(18)
19.	We often praise or compliment each other.	0	1	2	3	4	5	6	7	8	(19)
20.	We avoid talking about sexual matters.	0	1	2	3	4	5	6	7	8	(20)
21.	We get along much better with persons outside the family than with each other	0	1	2	3	4	5	6	7	8	(21)
22.	If we had more money most of our present problems would be gone.	0	1	2	3	4	5	6	7	8	(22)
23.	We are proud of our family.	0	1	2	3	4	5	6	7	8	(23)
24.	We do not like each other's friends.	0	1	2	3	4	5	6	7	8	(24)
25.	There are many conflicts (disagreements) in our family.	0	1	2	3	4	5	6	7	8	(25)
26.	We are usually calm and relaxed when we are together.	0	1	2	3	4	5	6	7	8	(26)
27.	We are not a talkative family.	0	1	2	3	4	5	6	7	8	(27)
28.	We respect each other's privacy.	0	1	2	3	4	5	6	7	8	(28)
29.	Accomplishing (actually getting done) what we want to do seems to be difficult for us.	0	1	2	3	4	5	6	7	8	(29)
30.	We tend to worry about many things.	0	1	2	3	4	5	6	7	8	(30)

least like — most like

Present Family

(Continue to next page)

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		Present Family least like ... most like	
31.	We often upset each other without meaning to.	0 1 2 3 4 5 6 7 8	(31)
32.	Nothing exciting ever seems to happen to us.	0 1 2 3 4 5 6 7 8	(32)
33.	We are a religious family.	0 1 2 3 4 5 6 7 8	(33)
34.	We are continually getting to know each other better.	0 1 2 3 4 5 6 7 8	(34)
35.	We need each other.	0 1 2 3 4 5 6 7 8	(35)
36.	We do not spend enough time together.	0 1 2 3 4 5 6 7 8	(36)
37.	We do not understand what is causing our difficulties.	0 1 2 3 4 5 6 7 8	(37)
38.	Success and reputation are very important to us.	0 1 2 3 4 5 6 7 8	(38)
39.	We encourage each other to develop in his or her own individual way.	0 1 2 3 4 5 6 7 8	(39)
40.	We are ashamed of some things about our family.	0 1 2 3 4 5 6 7 8	(40)

least like ... most like
Present Family

(Continue to next page)

Sex of client (1-male, 2-female) _____ (46)

Age of client _____ (50-51)

M _____

R _____

Family position (Fa - Mo-Ch) _____ (62-63)

Family ID Code _____ (67-70)

Date of test: Month _____ (73)

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		Present Family least like → most like	
41.	We have warm, close relationships with each other.	0 1 2 3 4 5 6 7 8	(1)
42.	There are some things which we avoid talking about	0 1 2 3 4 5 6 7 8	(2)
43.	Together we can overcome almost any difficulty.	0 1 2 3 4 5 6 7 8	(3)
44.	We really do trust and confide in each other	0 1 2 3 4 5 6 7 8	(4)
45.	We make many demands on each other.	0 1 2 3 4 5 6 7 8	(5)
46.	It is hard for us to please each other.	0 1 2 3 4 5 6 7 8	(6)
47.	Our activities together are usually planned and organized.	0 1 2 3 4 5 6 7 8	(7)
48.	The family has always been very important to us.	0 1 2 3 4 5 6 7 8	(8)
49.	We get more than our share of illness.	0 1 2 3 4 5 6 7 8	(9)
50.	We are considerate of each other.	0 1 2 3 4 5 6 7 8	(10)
51.	We can stand up for our rights if necessary.	0 1 2 3 4 5 6 7 8	(11)
52.	We are all responsible for family problems.	0 1 2 3 4 5 6 7 8	(12)
53.	There is not enough discipline in our family.	0 1 2 3 4 5 6 7 8	(13)
54.	We have good times together.	0 1 2 3 4 5 6 7 8	(14)
55.	We are sometimes frightened of each other.	0 1 2 3 4 5 6 7 8	(15)

least like → most like

Present Family

(Continue to next page).

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Present Family

	Least like								Most like	
56. We often become angry at each other.	0	1	2	3	4	5	6	7	8	(16)
57. We live largely by other people's standards and values (what is right and important).	0	1	2	3	4	5	6	7	8	(17)
58. We are not as happy together as we might be.	0	1	2	3	4	5	6	7	8	(18)
59. We are critical of each other.	0	1	2	3	4	5	6	7	8	(19)
60. We are satisfied with the way in which we now live.	0	1	2	3	4	5	6	7	8	(20)
61. Usually each of us goes his own separate way.	0	1	2	3	4	5	6	7	8	(21)
62. We resent each other's outside activities.	0	1	2	3	4	5	6	7	8	(22)
63. We have respect for each other's feelings and opinions even when we differ strongly.	0	1	2	3	4	5	6	7	8	(23)
64. We sometimes wish we could be an entirely different family.	0	1	2	3	4	5	6	7	8	(24)
65. We are sociable and really enjoy being with people.	0	1	2	3	4	5	6	7	8	(25)
66. We are a disorganized (mixed up) family	0	1	2	3	4	5	6	7	8	(26)
67. It is important to us to know how we appear to others	0	1	2	3	4	5	6	7	8	(27)
68. Our decisions are not our own, but are forced upon us by things beyond our control.	0	1	2	3	4	5	6	7	8	(28)
69. We have little fondness for each other.	0	1	2	3	4	5	6	7	8	(29)
70. We are a strong, competent (able) family	0	1	2	3	4	5	6	7	8	(30)

least like most like
Present Family

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		Present Family Least like — Most like	
71.	We avoid telling each other our real feelings.	0 1 2 3 4 5 6 7 8	(31)
72.	We are not satisfied with anything short of perfection.	0 1 2 3 4 5 6 7 8	(32)
73.	We forgive each other easily.	0 1 2 3 4 5 6 7 8	(33)
74.	We are usually somewhat reserved with each other.	0 1 2 3 4 5 6 7 8	(34)
75.	We hardly ever hurt each other's feelings.	0 1 2 3 4 5 6 7 8	(35)
76.	We like the same things.	0 1 2 3 4 5 6 7 8	(36)
77.	We usually reach decisions by talking it over and some give and take.	0 1 2 3 4 5 6 7 8	(37)
78.	We can adjust well to new situations.	0 1 2 3 4 5 6 7 8	(38)
79.	We are liked by most people who know us.	0 1 2 3 4 5 6 7 8	(34)
80.	We are full of life and good spirits.	0 1 2 3 4 5 6 7 8	(35)

	Present Family least like — most like	

Thank you.

Sex of Client (1-male, 2-female)	_____	(46)
Age of client	_____	(50-51)
	M	(59)
	R	(60)
Family Position (Fa - Mo - Ch, etc.)	_____	(62-63)
Family ID Code	_____	(67-70
Date of Test: Month (A-Jan, B-Feb, etc.)	_____	(73)
Day		(75-76)

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FAMILY UNIT SCORE SHEET

TYPE: NOW, IDEAL

Appendix XXVI

NAME - _____

Responses marked 5, 6, 7, 8 that get one point.

4 = 0

Responses marked 0, 1, 2, 3 that get one point.

2 -	50 -	10 -	69 -
3 -	51 -	11 -	71 -
7 -	54 -	15 -	72 -
9 -	63 -	16 -	
12 -	65 -	17 -	
13 -	70 -	20 -	↑ SUB TOTAL
14 -	73 -	21 -	
18 -	77 -	24 -	
19 -	78 -	25 -	(Possible 21)
23 -	_____	29 -	
26 -	Subtotal =	30 -	
28 -	(Possible 27)	49 -	
34 -		57 -	
39 -		61 -	
41 -		62 -	TOTAL SCORE
43 -		64 -	
44 -		66 -	
48 -		68 -	

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The Adjective Check List

by

HARRISON G. GOUGH, Ph.D.

University of California (Berkeley)

Name ..... Age ..... Sex .....

Date ..... Other .....

DIRECTIONS: This booklet contains a list of adjectives. Please read them quickly and put an **X** in the box beside each one you would consider to be self-descriptive. Do not worry about duplications, contradictions, and so forth. Work quickly and do not spend too much time on any one adjective. Try to be frank, and check those adjectives which describe you as you really are, not as you would like to be.

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- ☐ absent-minded 1
- ☐ active 2
- ☐ adaptable 3
- ☐ adventurous 4
- ☐ affected 5
- ☐ affectionate 6
- ☐ aggressive 7
- ☐ alert 8
- ☐ aloof 9
- ☐ ambitious 10
- ☐ anxious 11
- ☐ apathetic 12
- ☐ appreciative 13
- ☐ argumentative 14
- ☐ arrogant 15
- ☐ artistic 16
- ☐ assertive 17
- ☐ attractive 18
- ☐ autocratic 19
- ☐ awkward 20
- ☐ bitter 21
- ☐ blustery 22
- ☐ boastful 23
- ☐ bossy 24
- ☐ calm 25
- ☐ capable 26
- ☐ careless 27
- ☐ cautious 28
- ☐ changeable 29
- ☐ charming 30
- ☐ cheerful 31
- ☐ civilized 32
- ☐ clear-thinking 33
- ☐ clever 34
- ☐ coarse 35
- ☐ cold 36
- ☐ commonplace 37
- ☐ complaining 38
- ☐ complicated 39
- ☐ conceited 40
- ☐ confident 41
- ☐ confused 42
- ☐ conscientious 43
- ☐ conservative 44
- ☐ considerate 45
- ☐ contented 46
- ☐ conventional 47
- ☐ cool 48
- ☐ cooperative 49
- ☐ courageous 50
- ☐ cowardly 51
- ☐ cruel 52
- ☐ curious 53
- ☐ cynical 54
- ☐ daring 55
- ☐ deceitful 56
- ☐ defensive 57
- ☐ deliberate 58
- ☐ demanding 59
- ☐ dependable 60
- ☐ dependent 61
- ☐ despondent 62
- ☐ determined 63
- ☐ dignified 64
- ☐ discreet 65
- ☐ disorderly 66
- ☐ dissatisfied 67
- ☐ distractible 68
- ☐ distrustful 69
- ☐ dominant 70
- ☐ dreamy 71
- ☐ dull 72
- ☐ easy going 73
- ☐ effeminate 74
- ☐ efficient 75
- ☐ egotistical 76
- ☐ emotional 77
- ☐ energetic 78
- ☐ enterprising 79
- ☐ enthusiastic 80
- ☐ evasive 81
- ☐ excitable 82
- ☐ fair-minded 83
- ☐ fault-finding 84
- ☐ fearful 85
- ☐ feminine 86
- ☐ fickle 87
- ☐ flirtatious 88
- ☐ foolish 89
- ☐ forceful 90
- ☐ foresighted 91
- ☐ forgetful 92
- ☐ forgiving 93
- ☐ formal 94
- ☐ frank 95
- ☐ friendly 96
- ☐ frivolous 97
- ☐ fussy 98
- ☐ generous 99
- ☐ gentle 100
- ☐ gloomy 101
- ☐ good-looking 102
- ☐ good-natured 103
- ☐ greedy 104
- ☐ handsome 105
- ☐ hard-headed 106
- ☐ hard-hearted 107
- ☐ hasty 108
- ☐ headstrong 109
- ☐ healthy 110
- ☐ helpful 111
- ☐ high-strung 112
- ☐ honest 113
- ☐ hostile 114
- ☐ humorous 115
- ☐ hurried 116
- ☐ idealistic 117
- ☐ imaginative 118
- ☐ immature 119
- ☐ impatient 120
- ☐ impulsive 121
- ☐ independent 122
- ☐ indifferent 123
- ☐ individualistic 124
- ☐ industrious 125
- ☐ infantile 126
- ☐ informal 127
- ☐ ingenious 128
- ☐ inhibited 129
- ☐ initiative 130
- ☐ insightful 131
- ☐ intelligent 132
- ☐ interests narrow 133
- ☐ interests wide 134
- ☐ intolerant 135
- ☐ inventive 136
- ☐ irresponsible 137
- ☐ irritable 138
- ☐ jolly 139
- ☐ kind 140
- ☐ lazy 141
- ☐ leisurely 142
- ☐ logical 143
- ☐ loud 144
- ☐ loyal 145
- ☐ mannerly 146
- ☐ masculine 147
- ☐ mature 148
- ☐ meek 149
- ☐ methodical 150

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- ☐ mild 151
- ☐ mischievous 152
- ☐ moderate 153
- ☐ modest 154
- ☐ moody 155
- ☐ nagging 156
- ☐ natural 157
- ☐ nervous 158
- ☐ noisy 159
- ☐ obliging 160
- ☐ obnoxious 161
- ☐ opinionated 162
- ☐ opportunistic 163
- ☐ optimistic 164
- ☐ organized 165
- ☐ original 166
- ☐ outgoing 167
- ☐ outspoken 168
- ☐ painstaking 169
- ☐ patient 170
- ☐ peaceable 171
- ☐ peculiar 172
- ☐ persevering 173
- ☐ persistent 174
- ☐ pessimistic 175
- ☐ planful 176
- ☐ pleasant 177
- ☐ pleasure-seeking 178
- ☐ poised 179
- ☐ polished 180
- ☐ practical 181
- ☐ praising 182
- ☐ precise 183
- ☐ prejudiced 184
- ☐ preoccupied 185
- ☐ progressive 186
- ☐ prudish 187
- ☐ quarrelsome 188
- ☐ queer 189
- ☐ quick 190
- ☐ quiet 191
- ☐ quitting 192
- ☐ rational 193
- ☐ rattlebrained 194
- ☐ realistic 195
- ☐ reasonable 196
- ☐ rebellious 197
- ☐ reckless 198
- ☐ reflective 199
- ☐ relaxed 200
- ☐ reliable 201
- ☐ resentful 202
- ☐ reserved 203
- ☐ resourceful 204
- ☐ responsible 205
- ☐ restless 206
- ☐ retiring 207
- ☐ rigid 208
- ☐ robust 209
- ☐ rude 210
- ☐ sarcastic 211
- ☐ self-centered 212
- ☐ self-confident 213
- ☐ self-controlled 214
- ☐ self-denying 215
- ☐ self-pitying 216
- ☐ self-punishing 217
- ☐ self-seeking 218
- ☐ selfish 219
- ☐ sensitive 220
- ☐ sentimental 221
- ☐ serious 222
- ☐ severe 223
- ☐ sexy 224
- ☐ shallow 225
- ☐ sharp-witted 226
- ☐ shiftless 227
- ☐ show-off 228
- ☐ shrewd 229
- ☐ shy 230
- ☐ silent 231
- ☐ simple 232
- ☐ sincere 233
- ☐ slipshod 234
- ☐ slow 235
- ☐ sly 236
- ☐ smug 237
- ☐ snobbish 238
- ☐ sociable 239
- ☐ soft-hearted 240
- ☐ sophisticated 241
- ☐ spendthrift 242
- ☐ spineless 243
- ☐ spontaneous 244
- ☐ spunky 245
- ☐ stable 246
- ☐ steady 247
- ☐ stern 248
- ☐ stingy 249
- ☐ stolid 250
- ☐ strong 251
- ☐ stubborn 252
- ☐ submissive 253
- ☐ suggestible 254
- ☐ sulky 255
- ☐ superstitious 256
- ☐ suspicious 257
- ☐ sympathetic 258
- ☐ tactful 259
- ☐ tactless 260
- ☐ talkative 261
- ☐ temperamental 262
- ☐ tense 263
- ☐ thankless 264
- ☐ thorough 265
- ☐ thoughtful 266
- ☐ thrifty 267
- ☐ timid 268
- ☐ tolerant 269
- ☐ touchy 270
- ☐ tough 271
- ☐ trusting 272
- ☐ unaffected 273
- ☐ unambitious 274
- ☐ unassuming 275
- ☐ unconventional 276
- ☐ undependable 277
- ☐ understanding 278
- ☐ unemotional 279
- ☐ unexcitable 280
- ☐ unfriendly 281
- ☐ uninhibited 282
- ☐ unintelligent 283
- ☐ unkind 284
- ☐ unrealistic 285
- ☐ unscrupulous 286
- ☐ unselfish 287
- ☐ unstable 288
- ☐ vindictive 289
- ☐ versatile 290
- ☐ warm 291
- ☐ wary 292
- ☐ weak 293
- ☐ whiny 294
- ☐ wholesome 295
- ☐ wise 296
- ☐ withdrawn 297
- ☐ witty 298
- ☐ worrying 299
- ☐ zany 300

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Appendix XXIX

Pre-Intake Parent Communication Workshops
Parent-Child Play Interaction Sample
Procedure

A. Physical Setting.

The play sessions will take place at the Child Study Center playroom. Tape recorder should be set up and on before family enters room.

B. Instructions to Parents.

"As part of our getting an understanding of how you get along together, we'd like you to spend a half hour just by yourselves, without any of our staff being with you during this time. The tape recorder, over here, will be kept running so that we can later hear the way things went. During this time we would like to try to enable your child to play freely with you for, as you probably know, children express what is on their minds through the means of play. As you play with your child, try to really listen to what he (she) is bringing out. Step into his shoes for a moment and put into words what you feel he is experiencing at that moment of time when he is playing or talking with you, while letting yourself also openly and freely express yourself and enjoy the play. In other words, the aim of the play session is really to be helpful to each other and the family as a whole. Remember, be as frank and open and direct with each other as possible and also try to really listen to each other."

C. Instructions to Child.

"_____ (child's name) you and your mommy and daddy are going to have a play session at the clinic because your mommy and daddy are interested in learning how to play with you in a different, 'special' way. Your mommy and daddy will attend meetings at the Child Study Center because they are interested in learning how the family can get along in different, better ways. We would like to see how you play together today. The tape recorder, over here, will be kept running so that we can later hear the way things went but you try not to pay any attention to the recorder. Just spend the time with mommy and daddy playing with them with any of the toys or games over here that you feel like. (Point out the toy cabinet).

Do you have any questions? . . .O.K., the session will end at _____. I'll see you again at that time." (Point toward the clock).

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D. End of Session.

Let the play session run for 30 minutes from the time you leave the room. When you return, enter the room and sit down and: elicit some brief discussion of how things went; assist in cleaning up the play materials if the family has not done so already; check into the return of questionnaires and urge them to return everything if they have not done so already; tell them that you should be calling the parents very soon to set up the first workshop meeting as soon as all the preliminary data are in; end the session and turn off the tape recorder; note the numbers on the tape recorder counter which mark the beginning and the very end of the whole session as well as the counter numbers which mark the beginning and the end of the play session.

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Appendix XXX

INSTRUCTIONS TO THE HELPER

You will now have a half-hour talk with each other. Your partner is going to begin this talk by expressing a feeling (s)he has toward you or a feeling about your relationship together. Your job is to be as helpful as possible by showing that you understand how the other feels about what (s)he is telling you. Focus only on the other's concern and try to deepen its meaning for him (her).

There are a number of ways that people try to be helpful:

1) by asking questions.
2) by giving advice.
3) by offering explanations for the problem.
4) by reflecting back how the other feels.
5) by bringing in one's own similar experiences and related feelings.
6) by being quiet at times and really trying to know and feel what the other person is talking about.

We believe that, although the first three ways are most often used by people, the last three ways are usually more helpful.

Because your partner is expressing feelings about you, you will be very tempted to defend yourself...but hold back. Work at helping your partner explore his (her) feelings by showing a full understanding of what (s)he's feeling. It may be tempting to ask a series of questions, to give advice, to explain the problem away, or to defend yourself...but try to resist this and emphasize, instead, expressing your understanding of your partner.

In the final fifteen minutes of your talk, you will switch and you will then tell your partner what you feel like inside about the SAME problem. (When the time to switch arrives, I'll knock on the door and come in for

cont'd.

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a briefing.) Ask yourself, "What is really eating at me about this problem? .....How is it for me with him (her) regarding the problem we've been talking about?....." Wait quietly for a while, without talking at yourself until you get a bodily feel of the problem. Then, let your words come from your gut reactions. Tell the other person what you feel like inside about the problem. When you begin, avoid using words which will condemn the other person. Instead, begin the talk with a non-condemning sentence, that is, "I feel...when you do such and such!" Once you've begun, carry forward what you directly and feelingly have there. Share all your feelings with your partner. Your feelings may be pulling you in many directions at the same time. You may feel two ways about him (her). Share this "pulling" with your partner. Finally, to repeat, remember to explore your feelings in your relationship which are really eating at you.

To sum up, you will first try to show understanding of your partner's feelings, and after I tell you to switch, you will express your own feelings about the problem.

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Appendix XXX

INSTRUCTIONS TO THE HELPEE

You will now have a half-hour talk with each other. Your part is to think of a major problem you are now experiencing in your relationship with your partner. Choose a problem which is personal and of real importance in your lives. Ask yourself, "What in our relationship is really eating at me? ....-How is it for me with him (her) now?.....What is central for me right now with him (her)?....." Wait quietly for a while, without talking at yourself until you get a bodily feel of the problem. Then, let your words come from your gut reactions. Tell the other person what you feel like inside about the problem. When you begin, avoid using words which will condemn the other person. Instead, begin the talk with a non-condemning sentence, that is, "I feel... when you do such and such!" Once you've begun, carry forward what you directly and feelingly have there. Share all your feelings with your partner. Your feelings may be pulling you in many directions at the same time. You may feel two ways about him (her). Share this "pulling" with your partner. Finally, to repeat, remember to explore your feelings in your relationship which are really eating at you.

In the final fifteen minutes of your talk, you will switch and your partner is going to tell you what (s)he feels about the SAME problem. Your job then, is to be as helpful as possible by showing that you understand how the other feels about what (s)he is telling you. Focus only on the other's concern and try to deepen its meaning for him (her).

There are a number of ways that people try to be helpful:

1) by asking questions.
2) by giving advice.
3) by offering explanations for the problem.
4) by reflecting back how the other feels.

cont'd.

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5) by bringing in one's own similar experiences and related feelings.

6) by being quiet at times and really trying to know and feel what the other person is talking about.

We believe that, although the first three ways are most often used by people, the last three ways are usually more helpful.

Because your partner is expressing feelings about you, you will be very tempted to defend yourself...but hold back. Work at helping your partner explore his (her) feelings by showing a full understanding of what (s)he's feeling. It may be tempting to ask a series of questions, to give advice, to explain the problem away, or to defend yourself...but try to resist this and emphasize, instead, expressing your understanding of your partner.

To sum up you will first express your own feelings about a problem, and after I tell you to switch, you will try to show understanding of your partner's feelings about the problem.